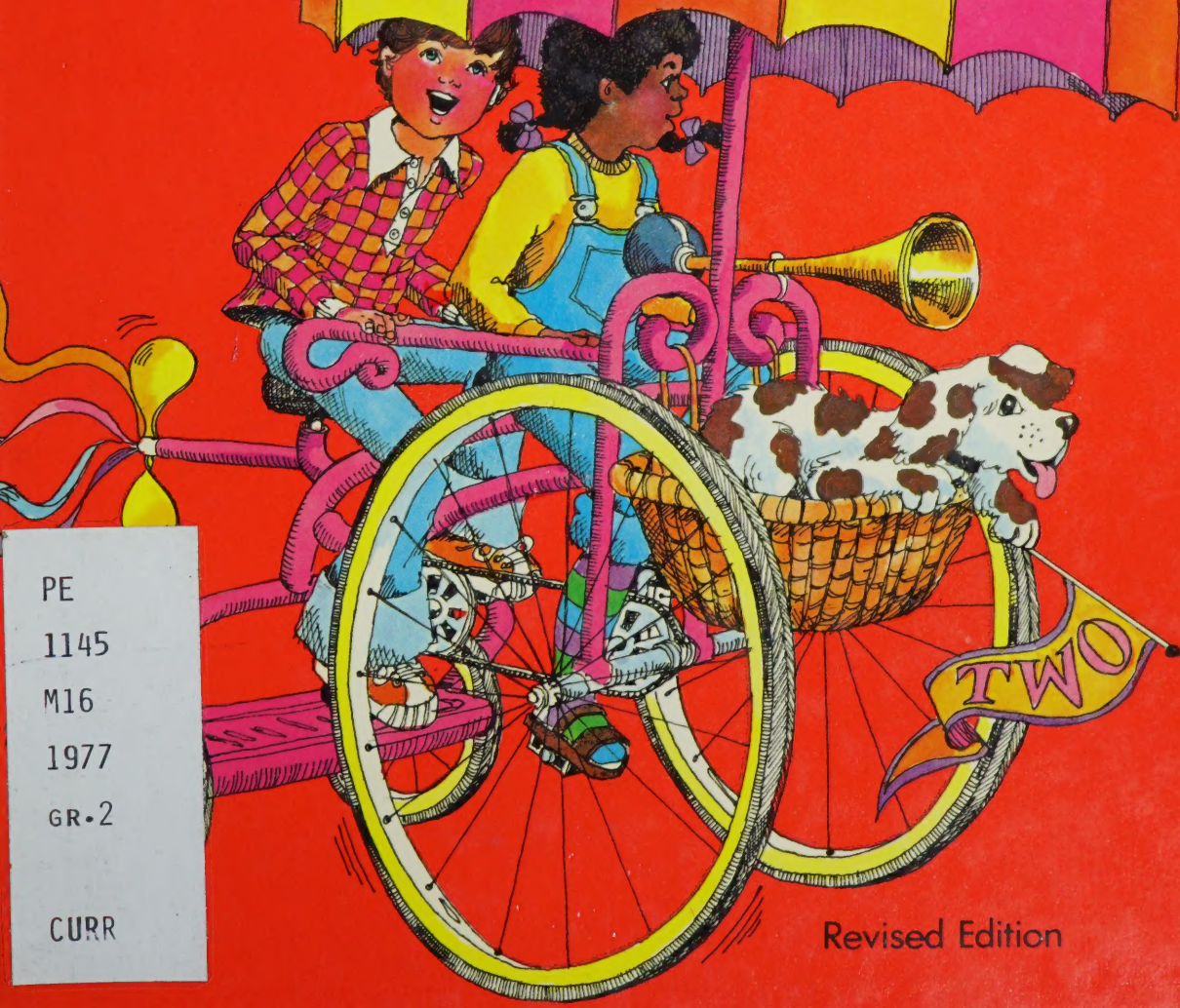


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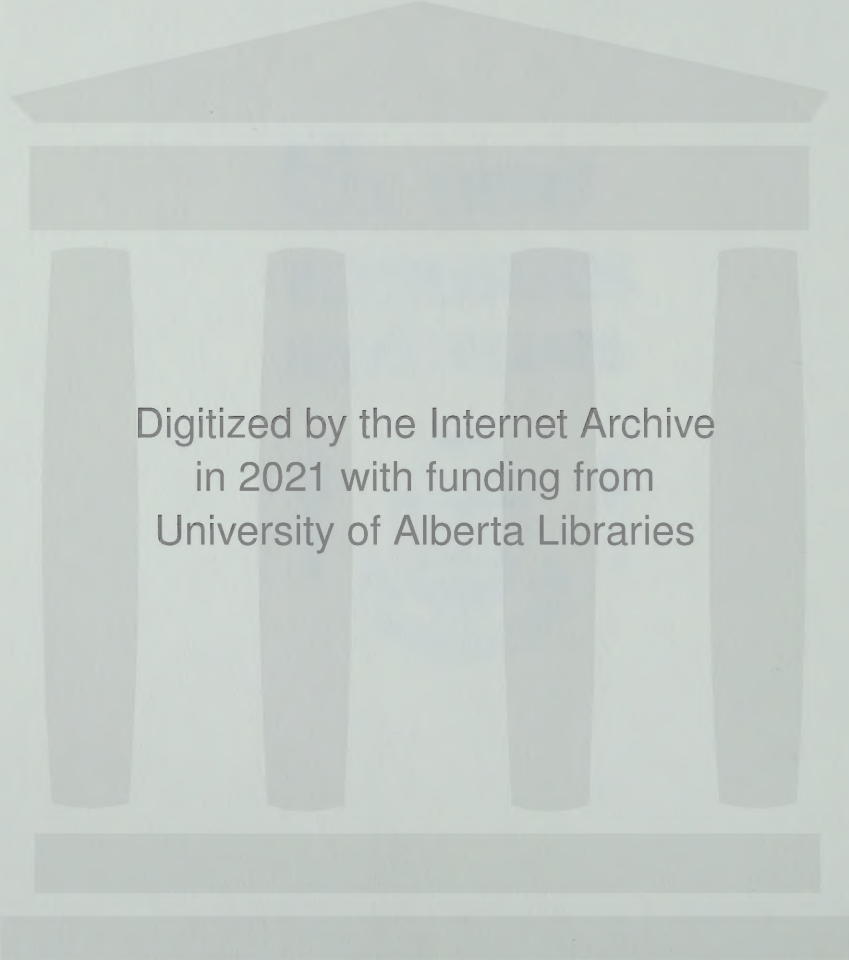
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THE **MACMILLAN SPELLING SERIES** 2

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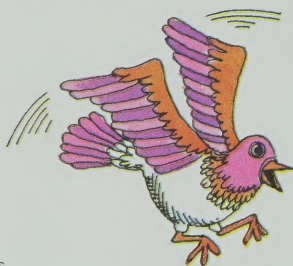
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Canadian Cataloguing in Publication Data

Main entry under title:

The Macmillan spelling series, 2

ISBN 0-7705-1675-0

1. Spellers. I. Knapik, Irene, date.

PE1145.2.M32 1978 428'.1 C78-001340-9

Printed in Canada

THE MACMILLAN SPELLING SERIES 2

Revised Edition

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Gerry Levert
Cathie Neagle
Robin Schollen



Macmillan of Canada

To the Teacher

The aim of instruction in spelling is to enable each pupil to spell correctly each word he or she writes. The seven books of The Macmillan Spelling Series are therefore designed:

- To teach pupils automatic mastery of the words that they need for writing; to develop, that is, the ability to spell correctly all written work in and out of school, not just words in lists in spelling periods.
- To develop self-dependence in spelling: the ability to locate correct spellings and check the accuracy of spelling.
- To develop pride and interest in spelling correctly.
- To enable the teacher to provide for individual differences in spelling ability.

In order to achieve these aims The Macmillan Spelling Series includes materials:

- To help pupils acquire an efficient method of studying and mastering the spelling of words.
- To make the study of spelling interesting and productive by giving pupils the opportunity to do a variety of exercises that direct attention to the meaning, use, and structure of the words in the spelling lists.
- To provide remedial practice.
- To provide enrichment activities.

This book consists of forty units, including seven review units. Two hundred and thirty words are listed, of the total list for the series of 2934. The 2608 words in the series' basic list are those most frequently written by children and provide for about ninety-five per cent of the average pupil's needs. In addition to the basic list, the series contains 326 extra words, of which eleven are included here.

The words in this book are grouped in such a way as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis, word building, comprehension, and use. Since pupils vary widely in spelling aptitude and achievement, extra words have been included from time to time, as well as special activities for good spellers and for less able ones in each review unit. Where extra words are listed in a unit, they appear in a separate colour block. Repeated attention is given to the 85 words studied so far in the series of the approximately 330 words that account for the great majority of all spelling errors.

A Teacher's Handbook for each book in the series is available. Included in the handbook, unit by unit, are guides for teaching and re-teaching difficult words, answers to exercises, background material for the teacher, further suggestions for relating spelling to other parts of the language arts program, and extra exercises for both good and less able spellers. The extra exercises are also available separately, in reproducible form.

How To Study a Word

1 Look at the word.

- Look at the letters from left to right.
- Say the letters to yourself.
- Say the word carefully.

2 Think about the word.

- Close your eyes. Try to remember what the word looks like.
- Spell the word to yourself.

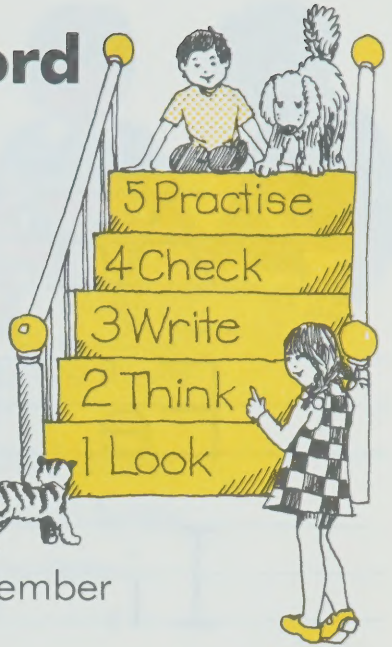
3 Write the word.

4 Check to see if you spelled it right.

- If not, look for the part of the word that was hard for you. Write the word correctly.

5 Practise spelling the word.

- Start again at step 1, until you can spell the word correctly.
- Write a sentence using the word.
Check the spelling in the sentence.



Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

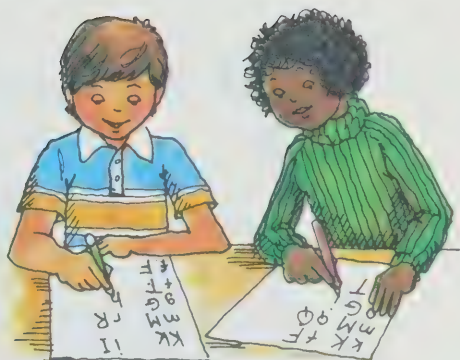
Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

Before You Spell

If you want to write a story you must know how to spell. Do you know the letters? Make sure that you know the names of all of them.



- 1** On your paper, print these capital letters. Beside each capital, print the small letter. The first one is done to show you how.



N	n	U	S	I
B		T	L	F
H		D	W	G

- 2** On your paper, print these small letters. Print the capital beside each small letter. The first one is done to show you how.

k	K	t	i	h
m		f	r	c
g		q	b	d

- 3** Look at these letters.

d b b d d d d b d b

- How many times do you see the letter **b**?
- How many times do you see the letter **d**?

4 Look at these letters.

q g p p g q p p g

- How many times do you see the letter **g**?
- How many times do you see the letter **p**?
- How many times do you see the letter **q**?

5 Look at these letters.

n n m m m n n m n

- How many times do you see the letter **m**?
- How many times do you see the letter **n**?

6 Print the capital letters that come before and after these letters, like this:

A	B	C	T	L
	F		J	V

7 Print the small letters that come before and after these letters, like this:

l	m	n	d	x
e			p	n

Me

1



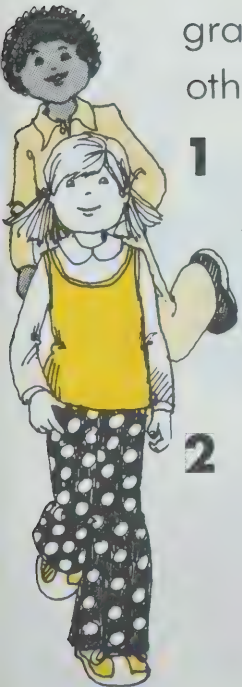
My name is Matt. I go to school and I am in grade two. That is a picture of me. The others are children in my class.

1 Here are some questions about you.
Answer each of them with a sentence.

- What is your name?
- What is the name of your school?
- How many children are in your class?

2 Look at the words in the list. Say each one.

- Write the letter that begins each word.
- Which word has only one letter?
- Which word starts with two letters that make one sound?



3 Make New Words

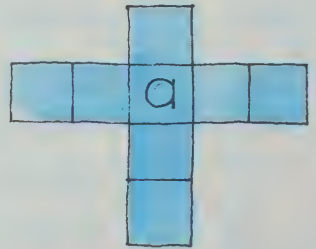
- Write the word **am**.
- Now write **h** in front of **am**. What is the new word?
- Write **j** in front of **am**. What is the new word?

4 Write the word **name**. Now make two words that rhyme with **name**. Draw a line under the parts of the words that are the same.

5 Which word in the list

- begins with **m**?
- ends with **m**?

6 Draw this puzzle. Be sure you have the same number of spaces. Which two words from the list fit in the puzzle?



Hi! I'm the Creature. My messages will help you to be a good speller. Watch for them.

My Family

2

girl	boy	she
mother	he	father
sister	brother	



There are six people in the family in the picture. There is a mother, a father, two brothers, and two sisters.

1 Who is in your family? Make a chart like the one below. Write on it the members of your family.

This Family

1. mother
2. father
3. brother
4. sister
5. sister
6. brother



- 2** Write these words in alphabetical order.
The alphabet on page 6 will help you.

girl mother he brother sister father

- 3** Write the words below. Beside each one, write the word that means the opposite, like this: **he - she**.

he mother sister boy

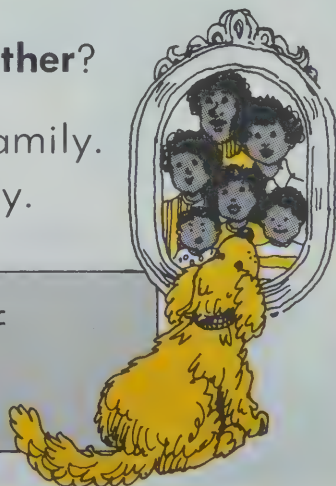
- 4** • Use the letter **t** and then the letter **j** to make new words that rhyme with **boy**.

- Draw a line under the parts of the three words that sound the same.

- 5** • Write the words in the list that rhyme with **me**.
• Which word rhymes with **mother**?

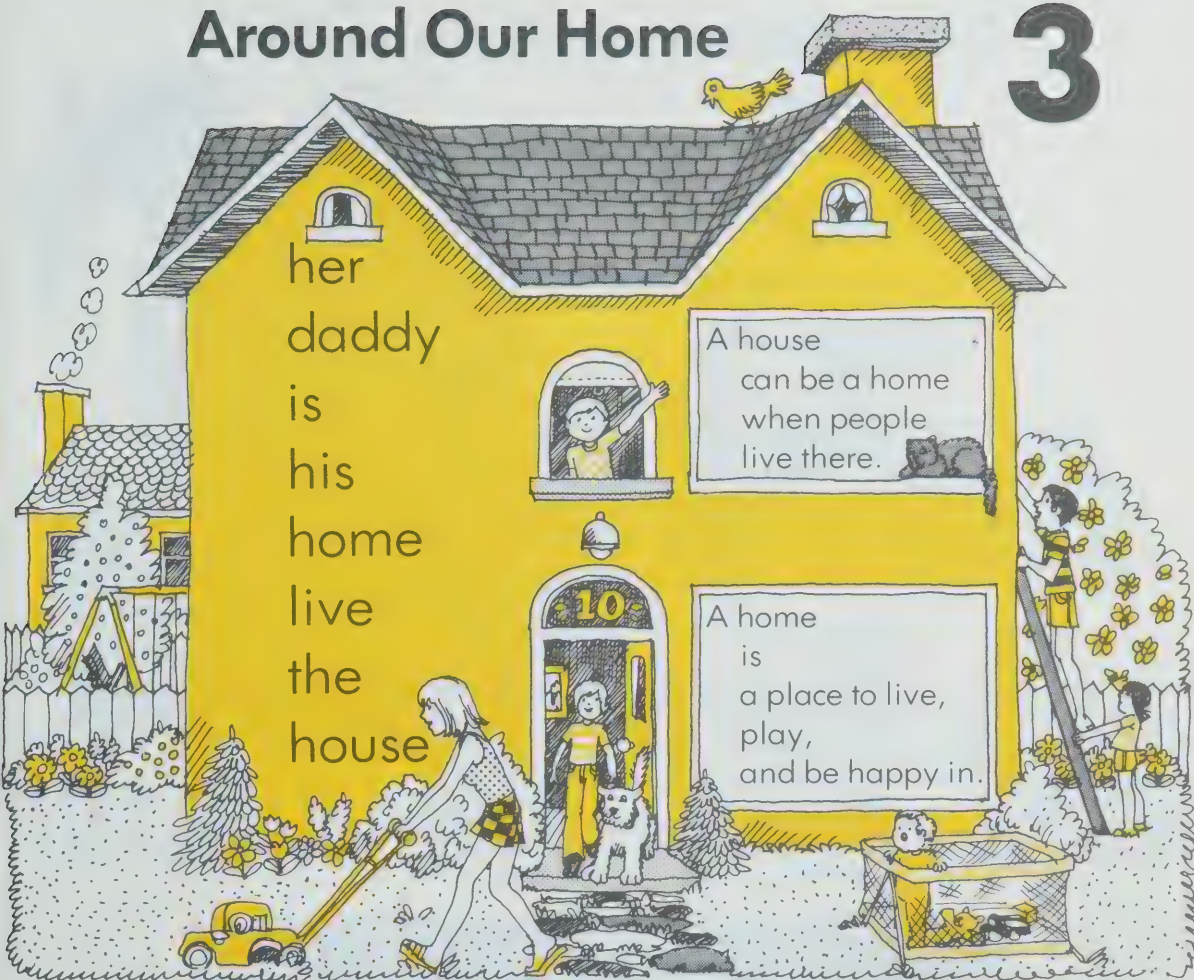
- 6** Look again at the picture of the family.
Write a sentence about this family.

Start now to keep your own list of words that you find hard to spell.



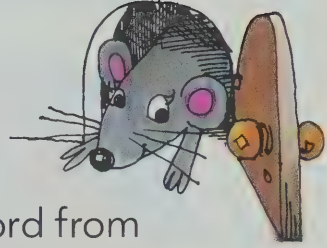
Around Our Home

3



- 1 Which words in the list are also in the poem?
- 2 Write **his**. Make new words by changing the last letter to **t**, then to **m**, and then to **p**.

- 3**
- Which word in the list rhymes with **mouse**?
 - Which rhymes with **give**?
 - Which rhymes with **his**?




- 4** Finish these sentences, using a word from the list.

- Another word for **father** is ____.
- My home is where I ____.

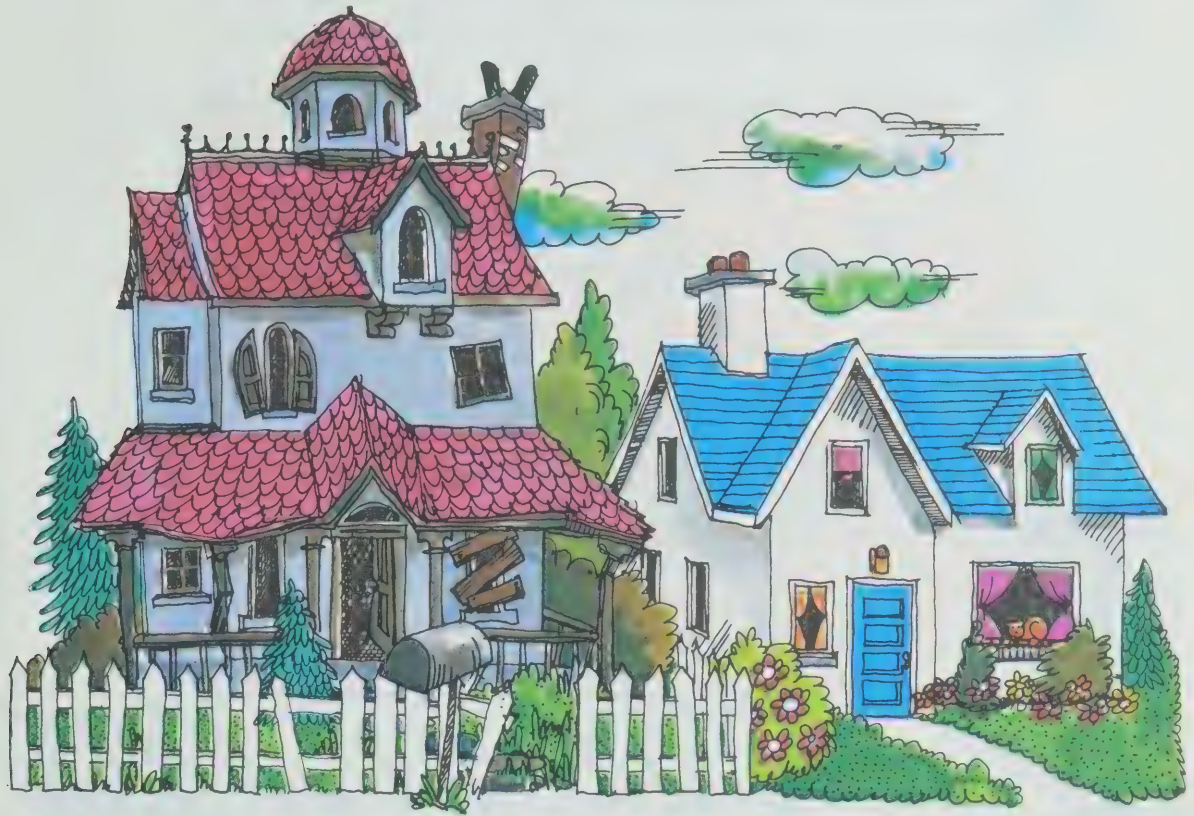
- 5**
- Look at the word **the**. Write **the** with each of these words: **home**, **house**, **daddy**.
 - Now write the word **her** with each of the three words.

- 6** On your own paper, write the words from the list that fit this puzzle.

• a word with three d 's	_____
• a name for your house	_____
• a word that begins with l	_____
• the opposite of his	_____
• it rhymes with his	_____



7 Which of these houses might be haunted?




Whose home could a haunted house be?
Which house would you like to live in?
Why?

Use the study steps on page 5 to
become a better speller.



4

Let's Review



me	am	grade
he	is	school
she	her	brother
daddy	his	father
I	sister	house
mother	home	boy
girl	children	the
live	name	

The word **review** means **to look again**.
Look again at the words you have studied
to make sure you can spell them correctly.

- 1
 - Which words in the list begin with the letter **m**?
 - Which words begin with the letter **b**?
- 2
 - Which is the shortest word in the list?
 - Which is the longest word?

3 Say the word **me** to yourself. Then write the words in the list that rhyme with **me**.

4 Write the words below. There is a little word in each of them. Underline the little word, like this: hat.

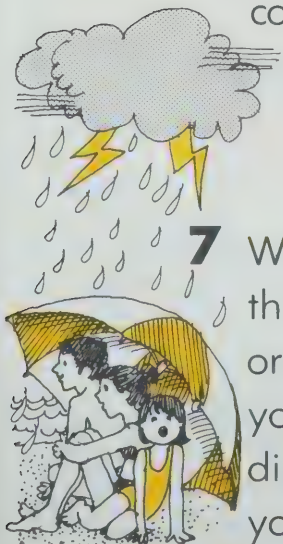
she mother brother daddy children

5 You can use the word **the** with some of the words in the list but not with all of them. For example, you can say **the home** but you would not say **the his**. Write **the** with every list word it can go with.

6 Write words from the list that complete these sentences.

- The children walk to ____ together.
- ____ name is Jill. ____ name is Greg.
- ____ is his sister. ____ ____ her brother.

7 Write a story about something interesting that happened to someone in this family, or in your own family. Who will be in your story? Where did it happen? When did it happen? Make a picture to go with your story.

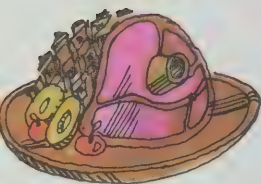


Extra Help



- 1 Write the words in the list that rhyme with these.

- ham
- sky
- mouse
- made
- lame
- give



- 2 Make a chart like this one. Under each letter write the words in the list that begin with that letter.

h	s	g

- 3 Make new words by adding **s** to these words.

boy girl sister brother

- 4 Which words in the list have only two letters?

- 5 Say the word **daddy** to yourself.

- What sound do you hear at the end of the word?
- Write the letter that spells the sound.

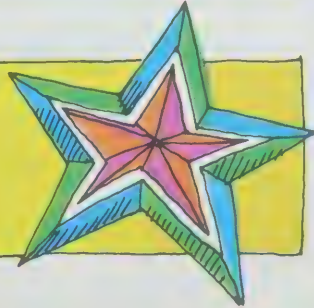
- What other letter often makes the long **e** sound?
- Write all the words in the list that end with the sound of long **e**.

6 Draw a picture of your school. Write a sentence about your picture. Your sentence should begin with a capital and end with a period.



Remember to add hard words to your own spelling list.

For Good Spellers



1 Unscramble these groups of words to make sentences. Add capitals and periods and write the sentences correctly.

- Mary house a in lives
- her is home it

- sister her school to her takes
- plays she boys with girls and school at the



2 What is the word for

- your father's brother?
- your mother's sister?

Check your spelling in a dictionary.

3 Which word in the list fits in both of these sentences?

I ____ in an apartment.

I caught a ____ fish.

What do you notice about the vowel sounds in the words you wrote?



4 Make a chart like this one. To each list add at least five words that name people. Check your spelling in a dictionary.

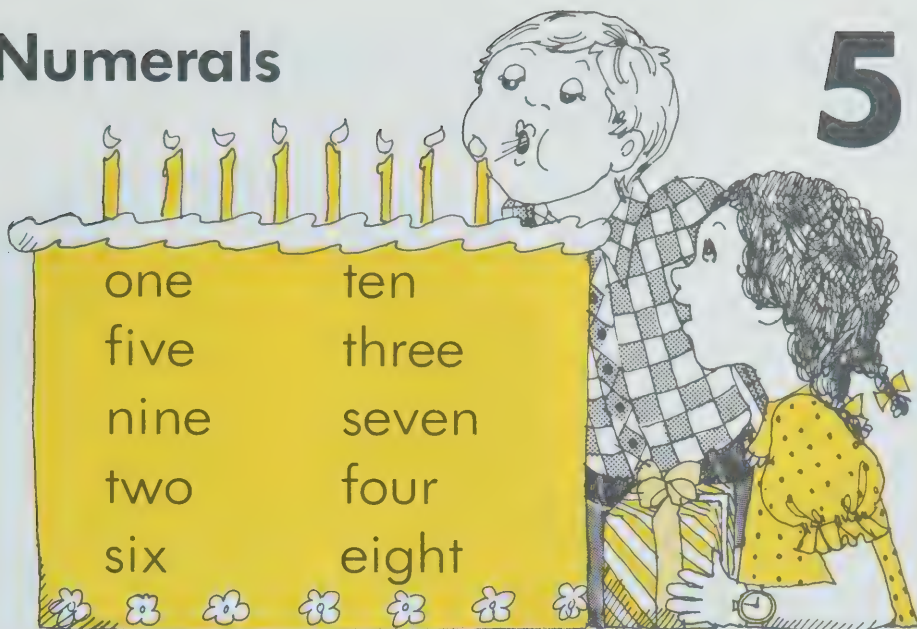
man	woman
king	mother



5 Who is your favourite television family? Write a sentence or two telling what you like about the family.

Numerals

5




Today we are going to a birthday party. My friend is eight years old. I am seven. The party is at three o'clock. Nine or ten other boys and girls will be there.

A numeral is a number word. **five**



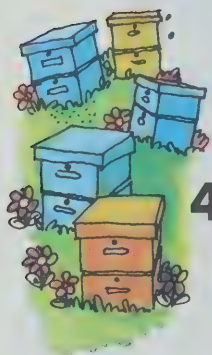
- 1
 - Write the numerals that you see in the story.
 - Now write the words in the list that are not in the story.

- 2 Make a chart like this
one for the numbers 1 to 10.

1	one	
---	-----	---

- 3 Find and write a word in the list that rhymes with

- pour • mine • tree
- hen • hive • late



- 4
- Say the word **six**. Is the vowel sound long or short?
 - Make new words by changing the **s** in **six** to **m** and then to **f**.
- 5
- Say the word **ten**. Is the vowel sound long or short?
 - Make new words by changing the first letter of **ten** to **d** and then to **m**.

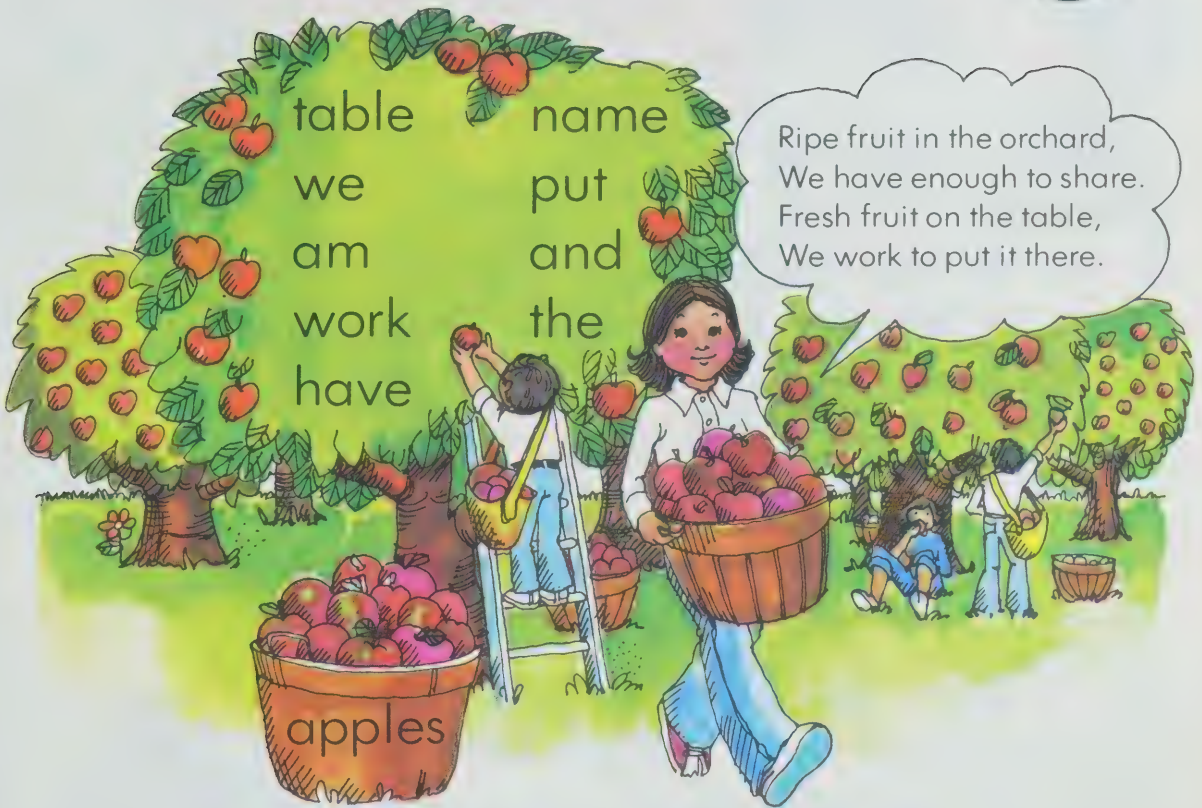
- 6 Write the words in the list that begin with vowels. Listen to the vowel sounds.

- 7 Write these number sentences and their answers. Use words, like this: **Five plus one equals six**.

• $5 + 1 = \square$ • $3 + 2 = \square$ • $2 + 8 = \square$
• $1 + 9 = \square$ • $7 + 3 = \square$ • $6 + 4 = \square$

Harvest Time

6



Which words in the poem are also in the list?

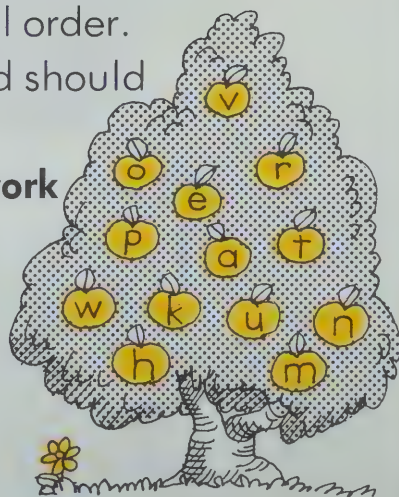
1

- Write the two words in the list that begin with a short **a** sound.
- Use the words in these sentences.
I ____ seven years old.
My sister ____ I go to school.



The sound you hear at the beginning of **and** is the short **a** sound.

- 2 Make new words by putting **l**, **s**, **b**, and then **h** in front of **and**, like this: **land**.
- 3 Write a word from the list that rhymes with **me**. Then write two more words you know that rhyme with **me**.
- 4 Making Words Plural
Add **s** to the end of **table** and **name** to make them mean **more than one table** and **more than one name**.
- 5 Put these words in alphabetical order.
Clue: Which letter of each word should you look at first?
put have am name table work
- 6 Pick the letters from the apple tree to make words in the list. You may use a letter more than once. Can you make seven words?



The New Pet

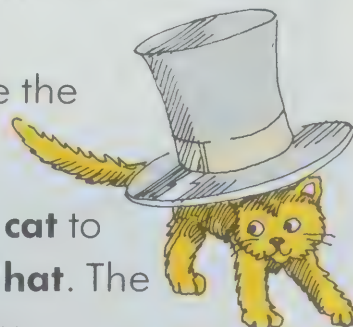
7



- 1
- What has the boy in the picture found?
 - Which words in the list could you use to talk about the picture?

- 2
- Write the two words in the list that have a short **a** sound.
 - Underline the letters that are the same in the two words.

- 3
- Change the beginning sound of **cat** to make new words, like this: **cat** - **hat**. The alphabet on page 6 will help you.



4 Which words in the list rhyme with these?

- bunny • so • bus
- toy • mother • steeple

5 Read these sentences.

The boy said, "My new pet is a funny cat."

The girl said, "My brother is funny too."

Write two sentences like these, using the word **said**.

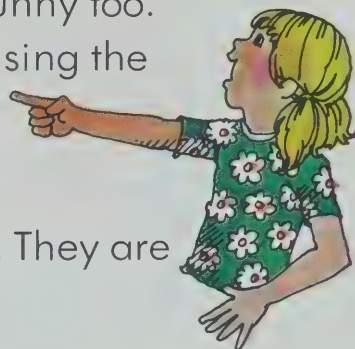
6 Word Puzzle

Write the answers to these clues. They are in the word list.

- This word is one word that means **men, women, and children**.
- This word tells about a clown.
- This word is the opposite of **old**.

7 Write a story about a lost pet. How does the pet feel? Who finds it?

Remember: Use the study steps to learn new words.



Trick or Treat

8

happy house
see dress
are was



- 1 Pull the scrambled words from the witch's pot and make words in the list.
- 2 Say this word to yourself: **happy**.
 - How many vowel sounds do you hear?
 - What is the second vowel sound called?
 - Which of these words have the long e sound spelled **y**: **daddy, boy, funny**?

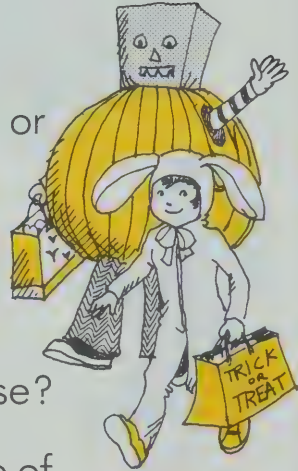
y at the end of a word often has a vowel sound. **happy**



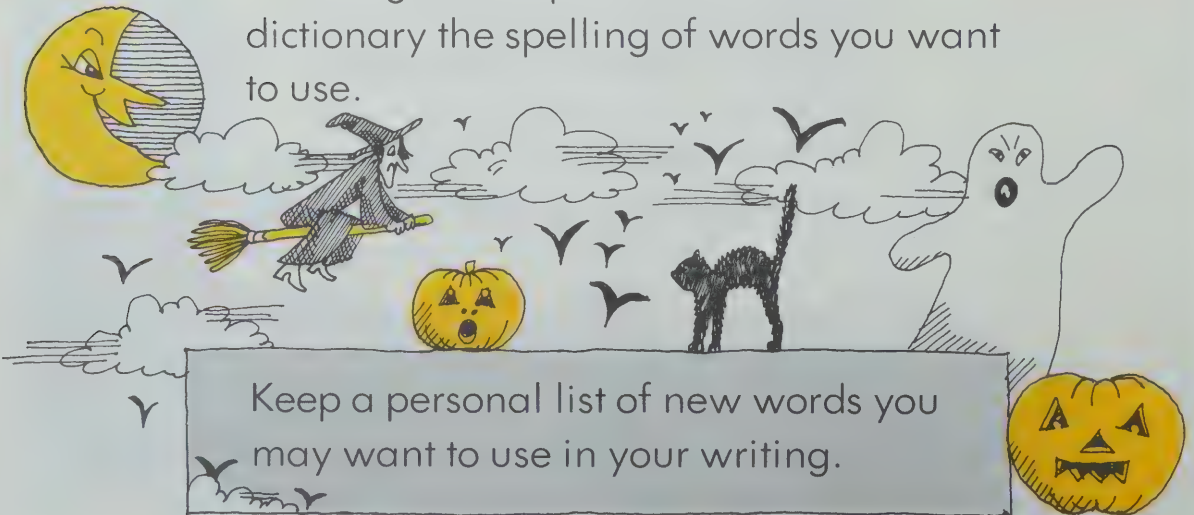
- 3** Write the words in the list that have double letters. Draw a box around the double letters in each word.
- 4** Write these words: **are**, **house**. Circle the silent letter in each word.

- 5** Answer these questions with **We are** or **We are not**.

- Are you going trick-or-treating?
- Are you dressing up?
- Are you going to see a ghost?
- Are you going to a haunted house?



- 6** Write a Hallowe'en story about some of the things in the picture. Check in a dictionary the spelling of words you want to use.



Keep a personal list of new words you may want to use in your writing.

We Remember

9

Our father was sad,
Our mother was sad,
When they saw the men and women
March away to war,
The men and women
Who loved their country.
We remember these people
Each year.



gun	mother	they
march	men	sad
love	father	his

1 Which words in the list can you see in the poem?

2 Draw a chart like this. Make three new words in each column by changing the beginning sound of the word at the top. One word is done as an example.



gun	men	sad
sun		

- 3**
- Write the word **march**. Underline the two consonants that make one sound.
 - Write three other words in the list that have two consonants making one sound.



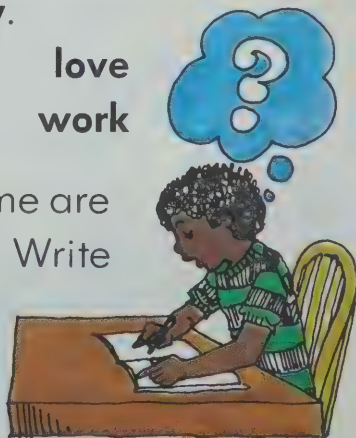
Sometimes two consonants make one sound. **march**

- 4** Put these words in alphabetical order:
his, march, gun, love, they.

- 5** There are pairs of opposite words in the list below. Write the opposites beside each other, like this: **sad - happy.**

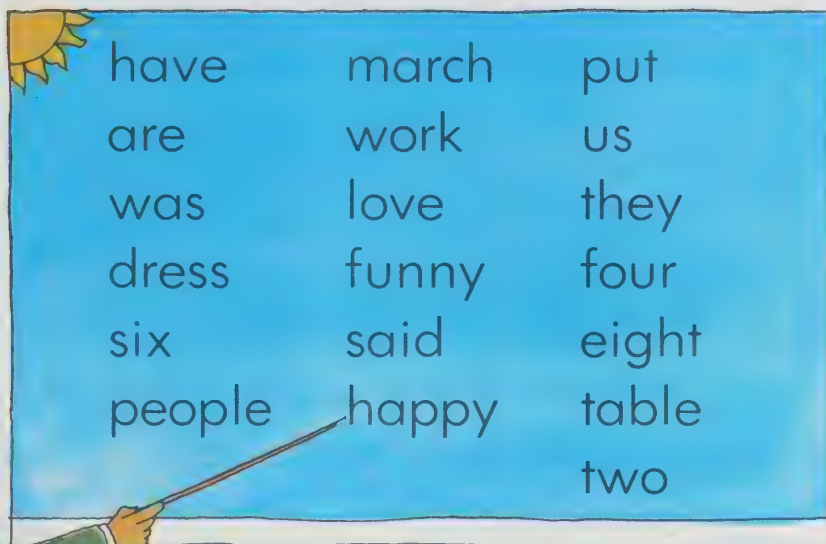
sad play her happy love
father his hate mother work

- 6** We remember many things. Some are happy things and some are sad. Write a story about something you remember. Is it happy or is it sad?



Let's Review

10



Here is a chance to practise some of the words you have been studying. Can you spell them all correctly?

1 Find in the list and write

- the numerals.
- the words that have double letters.
- three words that end with silent **e**.
- two words that have the same sound for **y**.
- the words that begin with **p**.



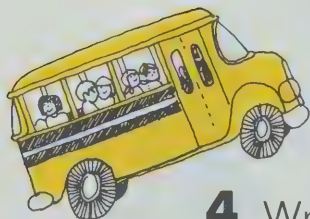
2 These words can have two meanings:
dress, work, march. Write the one that fits
in each pair of sentences.

- Jill has a new ____ . We ____ up on
Hallowe'en.
- Mr. Lee put the ____ on the
blackboard. Jane can ____ in the
garden.
- The band will ____ in a parade. It will
play our favourite ____ .



3 Find a word in the list that rhymes with
each of these words.

- | | | |
|---------|---------|----------|
| • arch | • press | • stable |
| • sunny | • mix | • clay |
| • bus | • gate | • glove |



4 Write the words in the list that have a
short vowel sound. Underline the short
vowel in each word.

5 Write each of these words with the word
said. The first one is done for you.

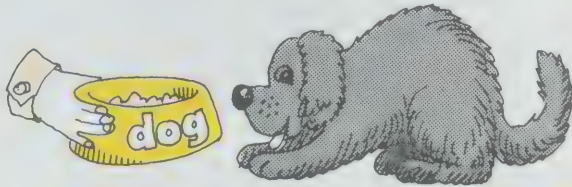
- | | | |
|----------|----------|----------|
| • I said | • She | • They |
| • We | • Mother | • Father |

Remember to add hard words to your own spelling list.

Extra Help



- 1
 - Write the word **put**.
 - Make three more words by changing the vowel, like this: **put** - **pet**.



- 2
 - Write **eight**. Draw a box around the two vowels. Draw a circle around the two consonants that are not sounded.
 - Write **love**, **have**, and **people**. Circle the silent letters in these words.

- 3
 - What numeral comes
 - after seven?
 - before five?
 - after one?
 - before seven?

- 4** Make a chart like this and write the words from the list in the correct columns.

3 letters	4 letters	5 letters
six	have	march

- 5** One day you find something funny in a big bag!

- Tell the story.
- Draw a picture of the funny surprise.



For Good Spellers



- 1** Which word in the list fits in both of these sentences?

She sends you her ____.

We ____ to go skating.



- 2** Write the word from the list that you see in each of these.

- tables
- working
- putting
- marches
- undressed
- lovely
- twos
- eighty
- fourteen

- 3** Give words that mean the opposite of these. Not all of the opposite words are in the list.



- 4** For Fun

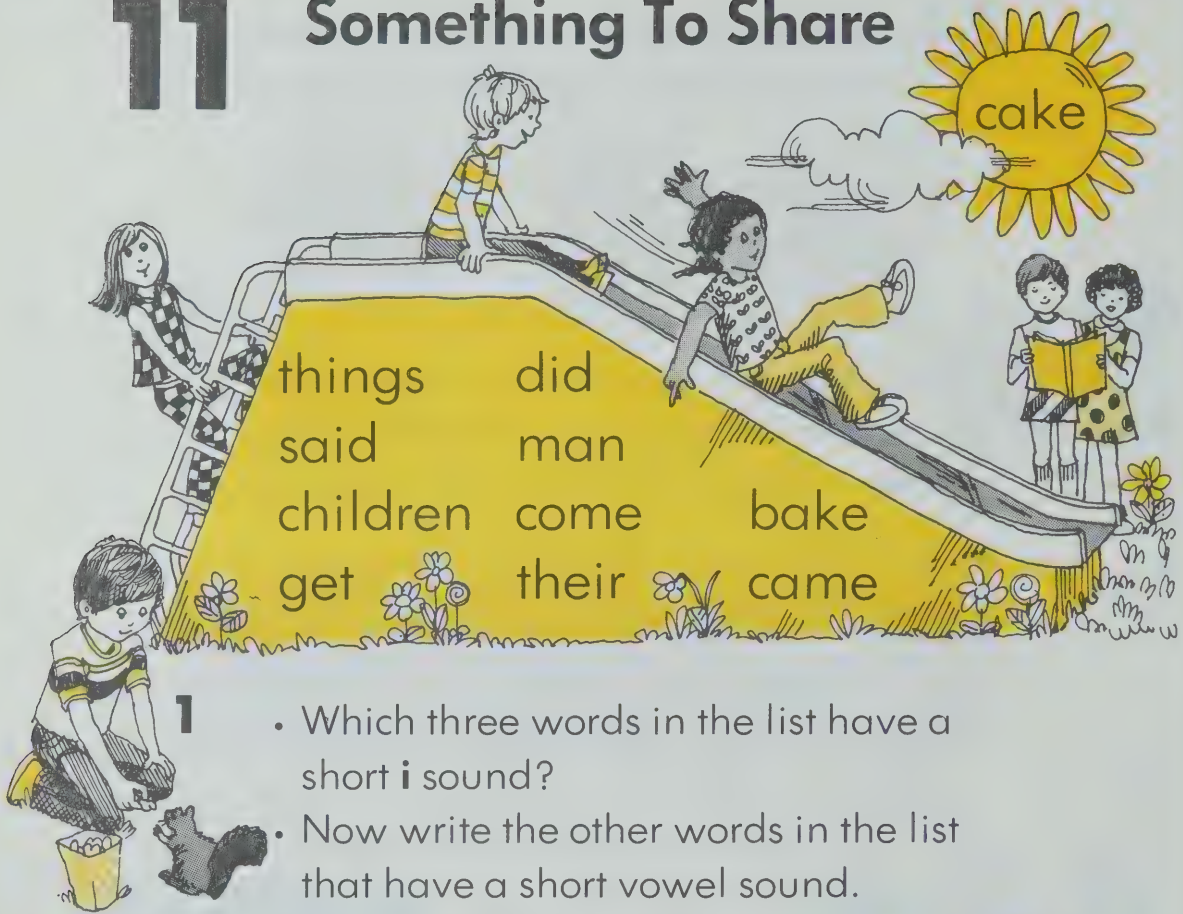
See how many words from the list you can use in a single sentence, like this: **They love to march.** Compare your sentence with those of your classmates.

- 5** Make a picture and label it, "People from a Strange Planet". What kind of people will you draw? How do your people walk? How do they hear? Try to use something such as paint or scraps to make your picture exciting.



11

Something To Share



- 1
 - Which three words in the list have a short **i** sound?
 - Now write the other words in the list that have a short vowel sound.

- 2 Make a chart like the one below. Change the beginning consonant of each word to make new words. The letters on the cake will help you.



get	did	man

3

- Make a sentence using all of these words.

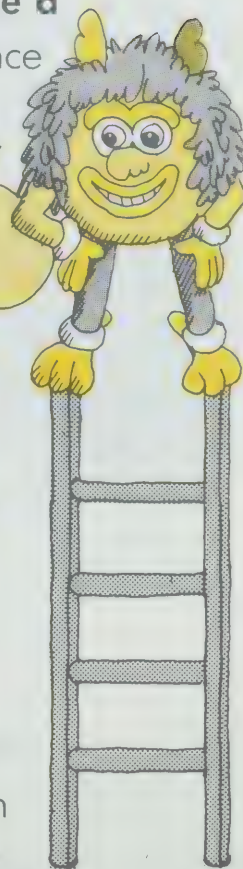
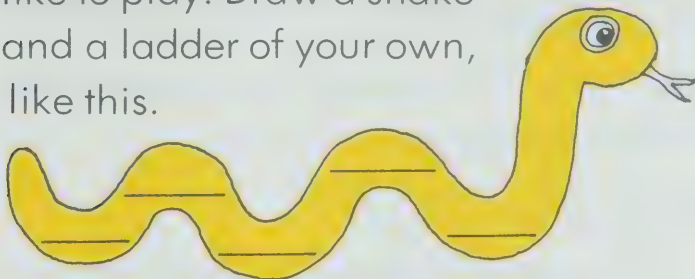
ate and Jane Jake and baked cake a

- Circle the long vowels in the sentence you just wrote.

A long vowel says its own name. **bake**

4

Snakes and Ladders is a game that we like to play. Draw a snake and a ladder of your own, like this.



On the snake, write the words from the list below that have a long **a** sound. On the ladder, write the words that have a short **a** sound.

• came

• bake

• have

• man

• and

• table

• grade

• name

• cat



5 Look at the word **their** in this sentence.

The girls shared their cake with the boys.

Their tells you that the cake belongs to the girls.



- Write **their** with each word in the list that makes sense with it.



The word **their** shows belonging.

6 Which words in the list mean **more than one** of something?

7 Which word in the list

- rhymes with **bed** but spells the vowel sound differently? Circle the vowels.
- spells the sound of short **u** with an **o**?

Use the study steps on page 5 to learn new words.



Things to Buy

12



The children are looking at the toy ____ in the ____ window. They ____ to buy it. If they do, ____ will set it up in their play ____ at home.

1 On your paper, write the words from the list that would complete the story.

2 One and More Than One

- Write the titles for these pictures.



_____ tree



two



- What did you add to the word **tree** to make it mean **more than one tree**?



- Make a chart like this one and complete it.

one tree 	two trees 
room	three
store	eight
train	five

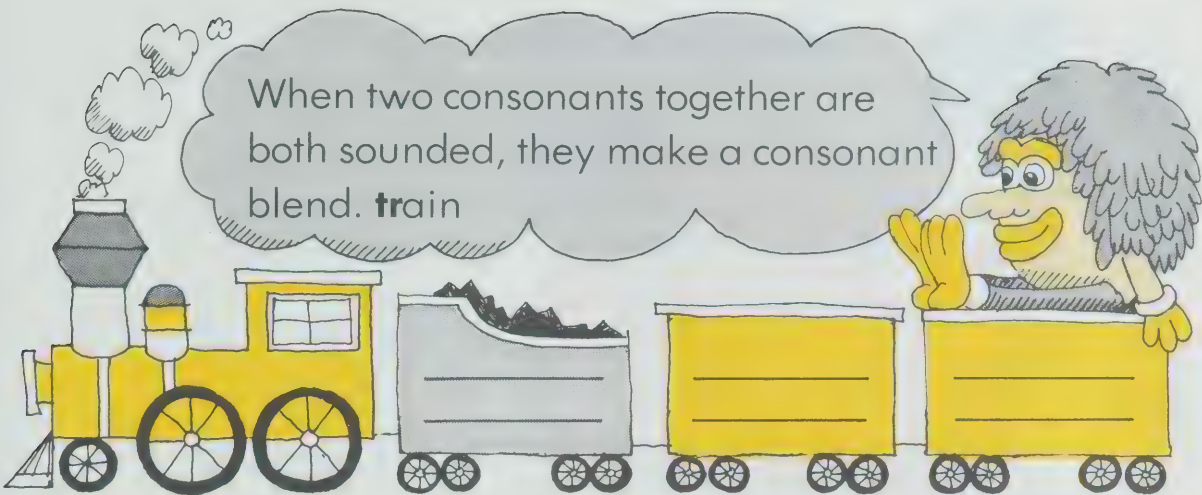
A word that means more than one of something is called a plural. **trees**

3

- Which two words in the list have the same double vowel?
- Which of the two words could you use in this sentence? This ball is not ____ expensive.

4 The Blend Train

- Say the word **train** to yourself. How many sounds do you hear for the first two consonants, **tr**?
- Read the Creature's message. What are these two consonants called?



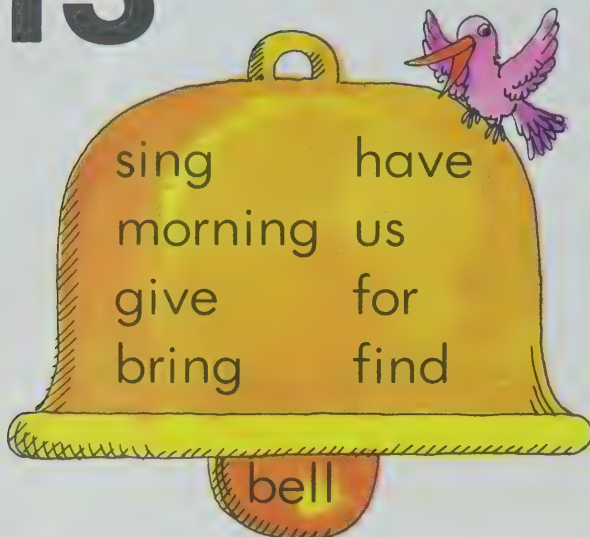
- Draw the Blend Train. In each car, write a word in the list that begins with a consonant blend. Underline the blend.
- Now load up each car with a new word that begins with the same blend.

5

- Draw, or cut out of a catalogue, pictures of three things you would like to buy.
- Write the names of the three things. Make sure you spell the words correctly. You may want to add these words to your own word list.



13 Sing Us a Song

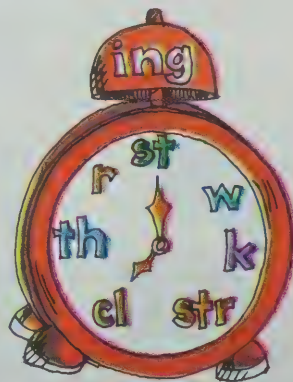


Sing us a song
Of morning sounds.
Ding dong,
Bells ring.
A song to sing,
A gift to bring.
I give to you
A song to sing.

1 Answer each question with a word from the list.

- What part of the day is mentioned in the song?
- What do you do with a song?
- What do you do with a gift?

- 2**
- Write the three words in the list that have **ing** in them.
 - Make new words by adding **ing** to each of these letters.



- 3**
- Add a vowel to the word **for** to make a numeral.

- Write these sentences. Use **for** to complete one sentence. Use your numeral word to complete the other.
This gift is ____ you.
Mother will give us ____ dollars.



- 4** Write the words in the list that rhyme with: **bus, or, mind**.

- 5** Write the numbers from 1 to 8 down the side of your paper. Beside each number write the word from the list that fits the blank with the same number.

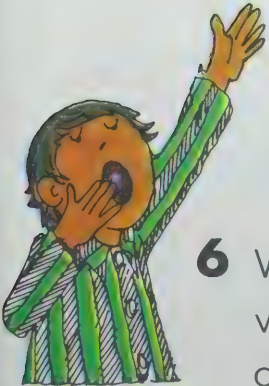
One 1 the little bell was very sad because she had lost her song. Now she could not 2. She had to 3 it. She looked 4 it everywhere.

"Just ask 5," said her friends.

"We will 6 you one of our songs."

"Thank you," said the happy little bell. "Now I can 7 because I 8 a song."

- 6** What sounds do you hear in the morning when you get up? Draw a picture of one of the things in your story.



14 Christmas



You can use some of the words in this unit to write about Christmas.

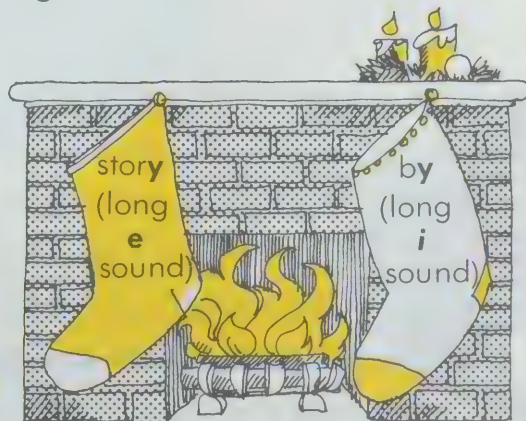
- 1
 - Write the words in the list that end in double consonants. Underline the vowel in each of these words.
 - Make a new word by changing the vowel in **doll** to **u**.

- Now change the vowel in **ball** to **i**.
- You have now used the five vowels:
a, e, i, o, u. What other letter can spell
a vowel sound?

The vowel **y** can spell long **e** or long **i**.
story, by



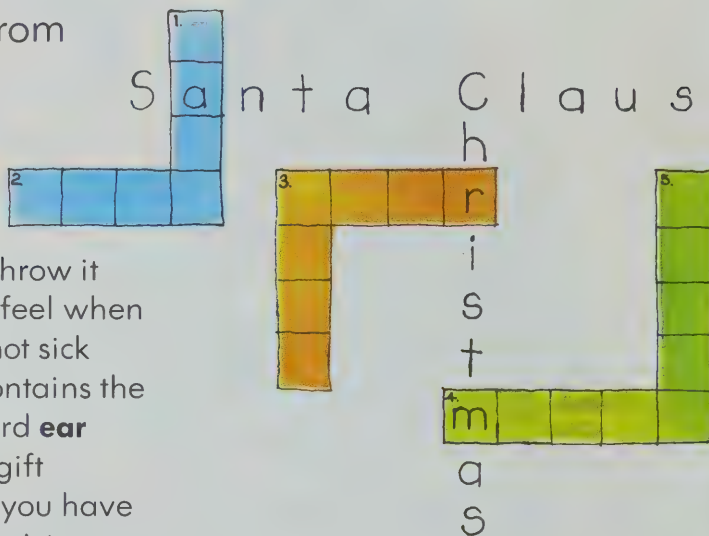
- 2
 - Write the words in the list that use **y** as a vowel.
 - Make new words by changing the **b** in **by** to: **m, cr, fl**.
- 3
 - Which words in Santa's bag would you put in the first stocking?
 - Which would go in the second stocking?



4 A Christmas Crossword

Draw this puzzle on your own paper.

Make sure you have the right number of spaces. Use the clues to fill in the spaces with words from the list.



Clues

- 1 you can throw it
- 2 how you feel when you are not sick
- 3 across: contains the small word **ear**
- 3 down: a gift
- 4 we hope you have a _____ Christmas
- 5 you can read it

5

- Which words from the list would you use to begin a letter to Santa Claus?
- Write a letter to Santa Claus. If you are not sure how to spell a word for your letter, look it up in a dictionary. You might want to add new Christmas words to your own word list.



The Mystery Present

15

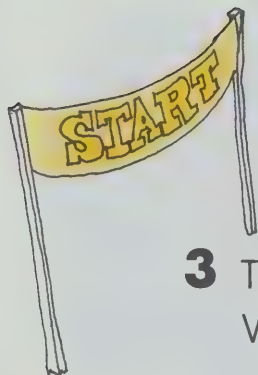


- 1**
- Which words in the list do the children use to ask about the mystery present?
 - Circle the letters that are the same in these words.

2 Adding **ing**



- Look at this pair of words: **put** - **putting**. What happened to the **t** in **put** when **ing** was added?
- Write the **ing** form of these words: **get, pat, sit**.
- Now look at this pair of words: **love** - **loving**. What happened to the **e** in **love** when **ing** was added?
- Write the **ing** form of these words: **have, bake, come**.



3 The Christmas Race

Write the words from the list that complete these sentences.

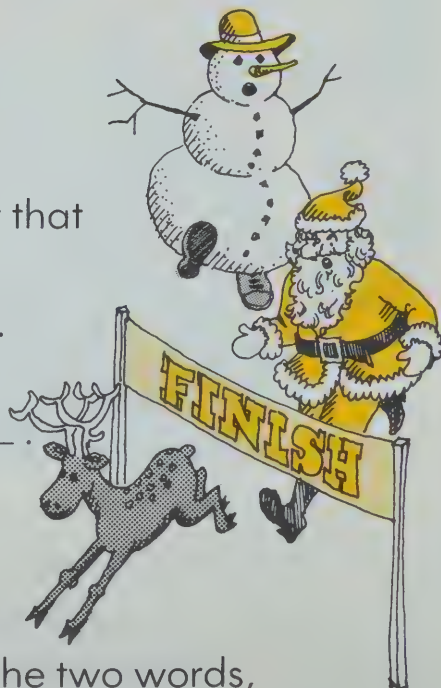
- The reindeer came ____.
- Santa Claus came ____.
- The snowman came ____.

4 Look at these sentences.

I am your friend.

I'm your friend.

- What has happened to the two words, **I am**, to make the one word, **I'm**?



- Write a sentence beginning **I am**.
Then write the same sentence using
I'm.

When two words are made into one word, the new word is called a contraction. **I am = I'm**



- 5**
- Unscramble these words to find out what the mystery present is: **a wen tpe**.
 - Pretend you are one of the children in the picture at the beginning of this unit. Write a story telling how you feel about the present.



Remember to use the study steps to learn new words.



16 Let's Review



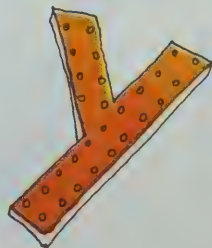
their	give	third
come	morning	who
bake	Christmas	what
things	dear	when
want	story	getting
too	first	by
store	second	



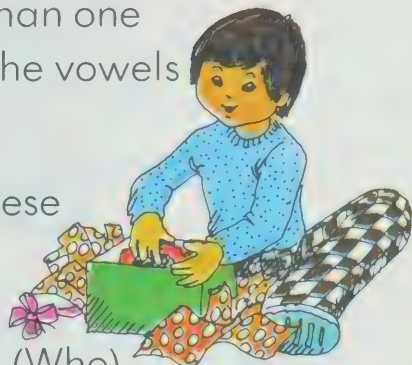
Review the words in this list and your own list of hard words.

1 Which word in the list

- has a long **a** sound? Underline the vowel that you hear.
- has the vowel **y** spelling the long **i** sound?
- has the vowel **y** spelling the long **e** sound?



- 2**
- Which words in the list begin with **th**? Underline **th** in each word.
 - Which words have more than one vowel sound? Underline the vowels that you hear.



- 3** Write a question for each of these answers. Use the word in brackets as your first word.
- Peter opened his presents. (Who)
 - There were gifts under the tree. (What)
 - It was Christmas eve. (When)

- 4**
- Unscramble these groups of letters to make words in the list.
vegi ierth oto meoc reda gnormni tanw tsero
 - Now put the words you have made into alphabetical order.

- 5** Which words in the list are the opposites of **evening, last, giving, go**?

- 6** Add **ing** to these words: **come, bake, get, give, put**.



- 7** Do you remember the Blend Train? Look back to Unit 12 if you need to. Draw the caboose. Then write in it the words from this group that have consonant blends.

**store first dear story there second
give want**

- 8** Write a story about these pictures, telling what is happening **first**, **second**, and **third**.



Extra Help



1 Riddles

Find the answers in the word list and write them.

- You would love to read me.
- I am a special time of the year.
- You buy things here.
- You do this to a cake.
- Time to wake up.
- I can mean **also**.



2 Which word in the list rhymes with . . . ?

- near
- live

- then
- strings

- from
- fly

3 Follow these steps and write each new word that you make.

- Change **th** in **things** to **cl**.
- Change the vowel in the new word to **a**.
- Change the **s** in the new word to **ing**.
- Use this new word in a sentence.

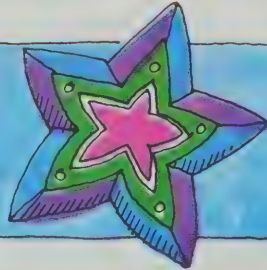
- 4** Which words in the list
• begin with **wh**? • end with silent **e**?

- 5** Christmas is a special time for many families. Write a story about why Christmas or some other time is special for your family. Make an interesting picture for your story.



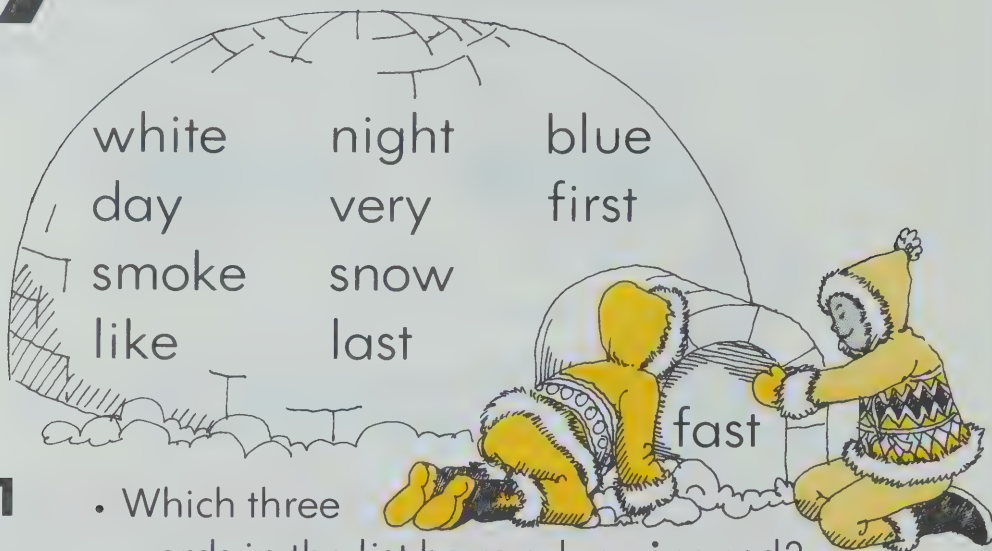
Remember to add words that were hard for you to your own spelling list.

For Good Spellers



- 1** Change the vowels in these words and use each new word in a sentence.
- **come**—change **o** to **a**
 - **bake**—change **a** to **i**
 - **dear**—change **ea** to **oo**

17 Fun in the Snow

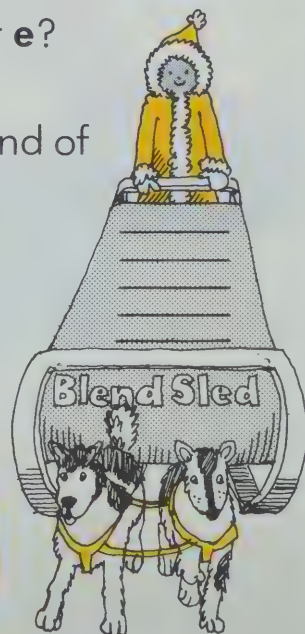


- 1
- Which three words in the list have a long **i** sound?
 - Which four words have a silent **e**?
 - Which two words end in **y**?
 - Which word has **y** with the sound of long **e**?



- 2 Here Comes the Blend Sled!
- Which five words in the list could you put in the Blend Sled?

Consonant blends are sometimes found at the end of words. **past**



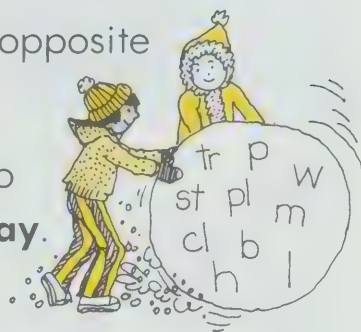
3 Make New Words

First write the word from the list. Then write the new word you can make.

- **like** —change the **i** to **a**.
- **last** —change the **a** to **i**.
- **night** —change the **n** to **r**.
- **first** —change the **f** to **th**.



4 In the list there are two pairs of opposite words. What are they?

5 Use the letters in the snowball to make words that rhyme with **day**.



6 I Spy

- Look around you. See if you can find five blue things. Make a chart like this.

blue	eyes	 
-------------	-------------	---

- Play **I Spy** again. Make a chart of **white** things this time.

Remember: A dictionary can help you to check new words. Add new words to your own word list.



18

Let's Go to the Store



- 1** Write sentences to answer these questions.
Use a word from the list in each answer.

- Where do people buy things?
- Who buys things at the store?
- What do we have with toys?



- 2** Find and write a word in the list that is the opposite of: **lost, up, in, came.**

- 3**
- Write these words: **found, our, out.**
 - Underline the letters that make the vowel sound in each word.



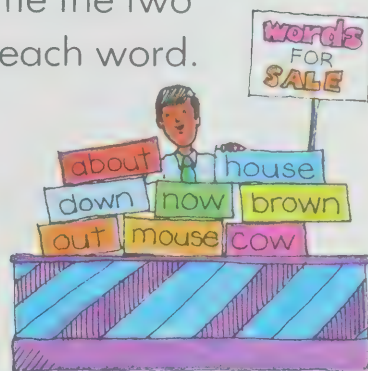
Two vowels that make one sound are called a vowel pair. **round**

- 4 Two words in the list have the same vowel sound that you hear in **found**, but the sound is spelled differently. Write the two words. Circle the vowel pair in each word.



5 Words For Sale

- Which words will Sally put in her shopping bag?
- Which words will Joe put in his shopping bag?



- 6
- Which word in the list means **more than one person**?

- Add **s** to another word in the list to make it plural.



nice nicer nicest

- 7
- Write the three words you see under the pictures.
 - Underline **nice** in all three words.

You can build on a base word. **fine, finer, finest**

- 8 Write a story about the nicest store you know. What kind of store is it? What would you like to buy there?

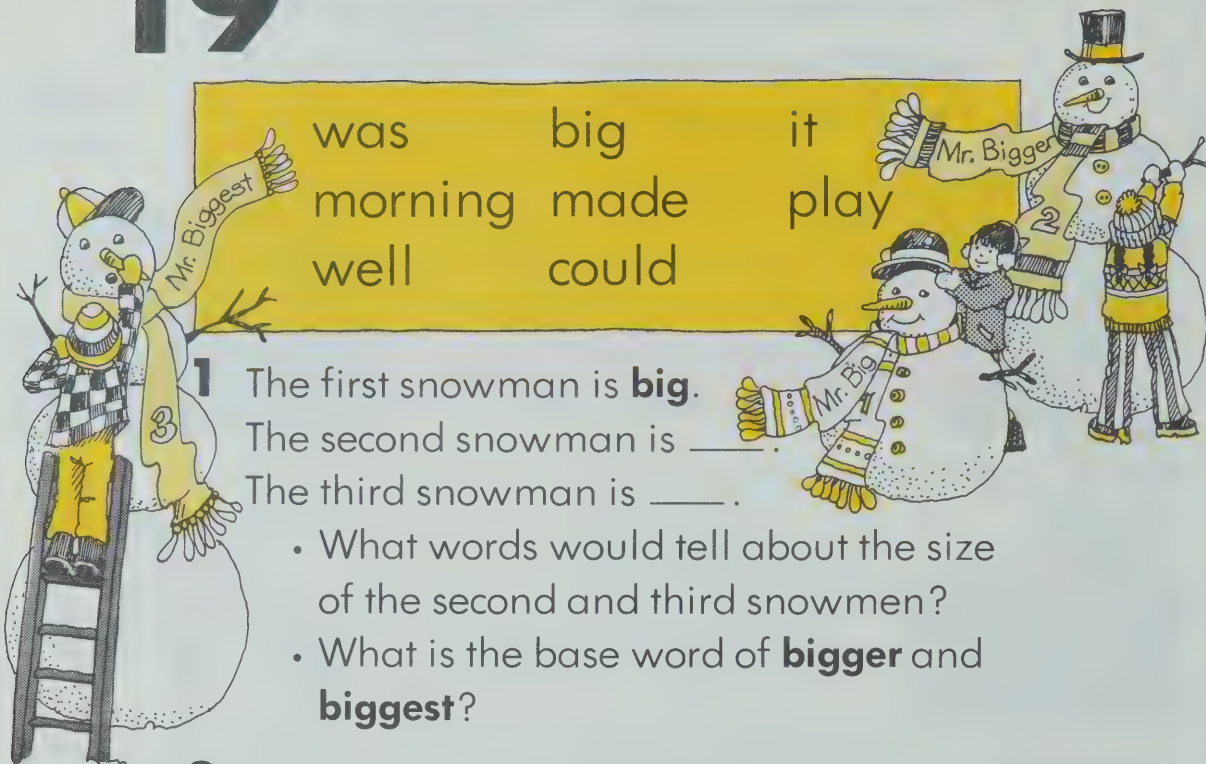
was big it
 morning made play
 well could

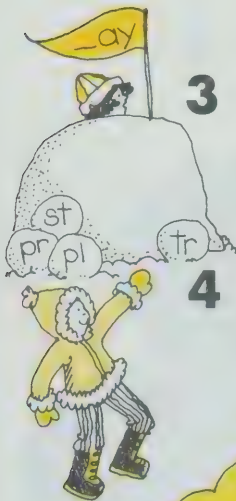
- 1 The first snowman is **big**.
 The second snowman is _____.
 The third snowman is _____.

- What words would tell about the size of the second and third snowmen?
- What is the base word of **bigger** and **biggest**?

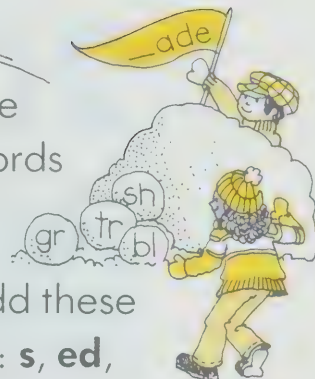
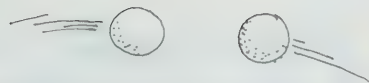
- 2 Write the word in the list that has only two letters. Then follow these steps to find the mystery word.

- Change the vowel to **a**.
- Add **h** to the beginning of your new word.
- Change the **a** to **i** in your new word.
- Take away the **h**. What is the mystery word?





- 3** Write **play** and **made**. Then use the consonant blends to make new words with ____ **ay** and ____ **ade**.



- 4** Write the base word **play**. Then add these endings to make three new words: **s**, **ed**, **ing**.

An ending on a base word is called a suffix. **s**, **ed**, **ing**, **er**, **est**

- 5**
- Which words in the list rhyme with: **fuzz**, **fell**, **would**?
 - Which word ends with **ing**?

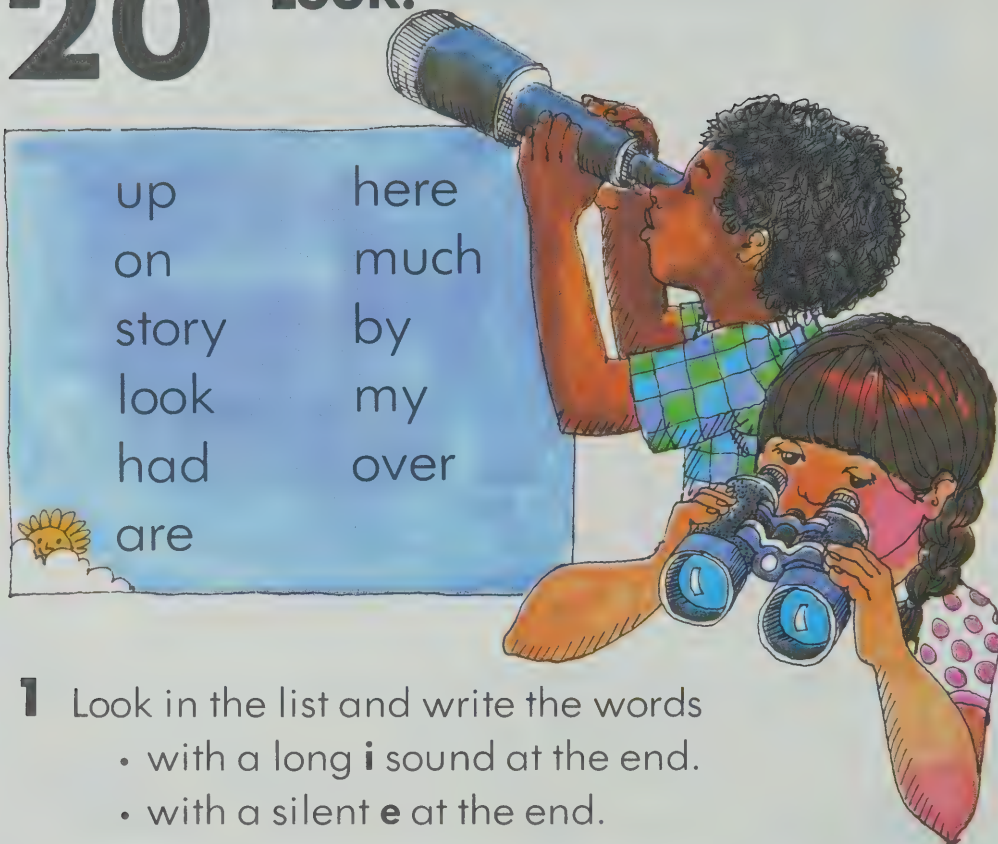


- 6** Anne ____ going out to ____ this ____, when the ____ snowman she ____ yesterday said, . . .

- Write the beginning of the story using the words from the list that belong in the spaces.
- Tell what you think the snowman said, and what Anne answered.



20 Look!



- 1** Look in the list and write the words
- with a long **i** sound at the end.
 - with a silent **e** at the end.
 - with a consonant pair at the end (two consonants that make one sound).

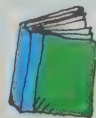
- 2** Which word in the list rhymes with . . . ?



• such
• bad



• car
• cup



• book
• near

- 3** What is the base word of each of these words: **stories**, **upper**, **looking**?

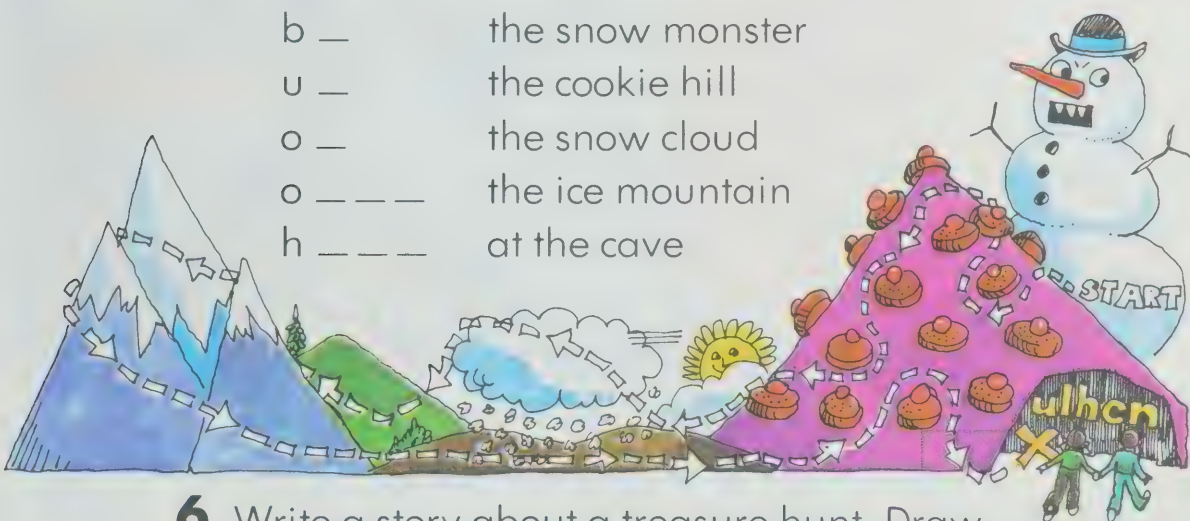
4 Put in alphabetical order

- the two-letter words in the list.
- the four-letter words in the list.

5 Looking for Treasure

Use words from the list to complete these clues. Then unscramble the letters in the picture to find out what the treasure is.

- b _ the snow monster
u _ the cookie hill
o _ the snow cloud
o _ _ _ the ice mountain
h _ _ _ at the cave



6 Write a story about a treasure hunt. Draw a map to go with your story. What is the treasure you are looking for? Do you find it?

Remember: Use the study steps to learn new words.



21

Snack Time

away
little
milk
good
to
with
but
for



1 Which words in the list are also in the story?

2 Riddles

Write the words in the list that answer these riddles.

- something to drink
- where the children put their coats
- how the milk and cookies tasted
- a tiny bit



- 3**
- Which words in the list have more than one vowel sound?
 - Which of the words you just wrote has a short **a** and a long **a** sound?
 - Which has two **t**'s and two **l**'s?

- 4** Use the letters in the squares to make five words in the list.

You may use the letters more than once.

k	l	a	t
m	y	o	i
w	u	b	e

Now arrange the coloured letters to spell what Mother drank at snack time.



5 Double Letters

- Which word has a double consonant?
- Which word has a double vowel?

Change the first letter to **f** and notice the difference in the vowel sound. Use both words in a sentence.

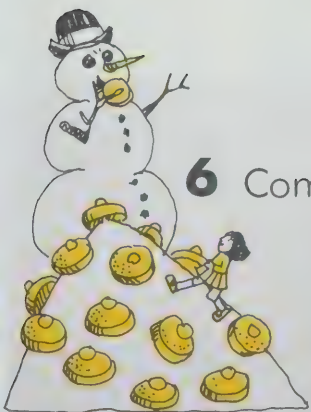
- 6** Complete these sentences with **to** or **for**.

Jane went ____ see the snow monster.

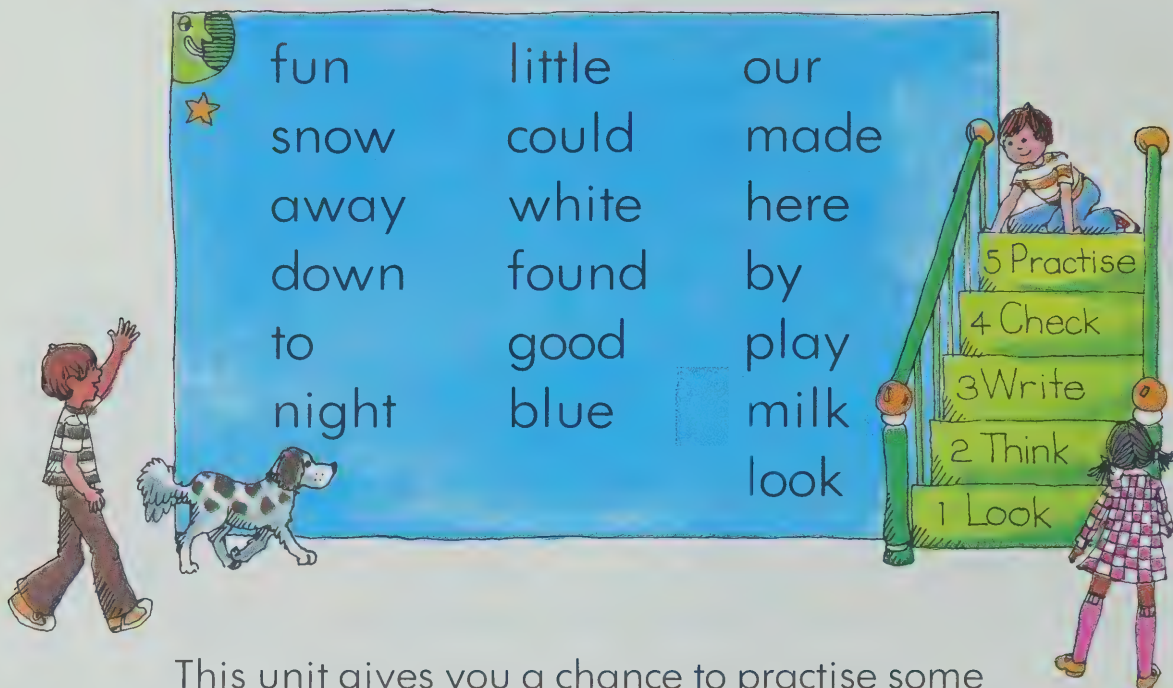
The monster had cookies ____ lunch.

But it would rather have Jane ____

eat! Then Jane woke up.



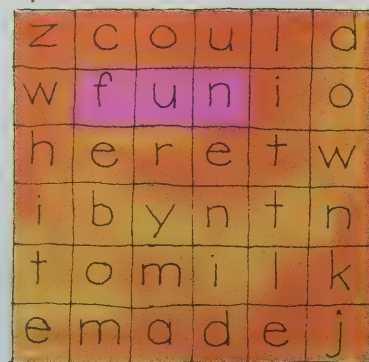
22 Time To Review



This unit gives you a chance to practise some of the words you have studied. Make sure you know them all. Use the study steps for words that are hard for you.

1 Hidden Words

Read across and down to find words from the list. You should find eleven. Write the words as you find them.



2 Riddles

The answers are words in the list.

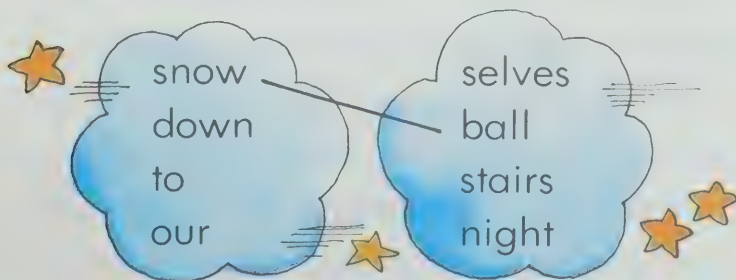
- a colour
- what you do in a mirror
- a stage show
- a belonging word
- opposite of **there**
- time for sleeping



3 Write the two words in the list that have

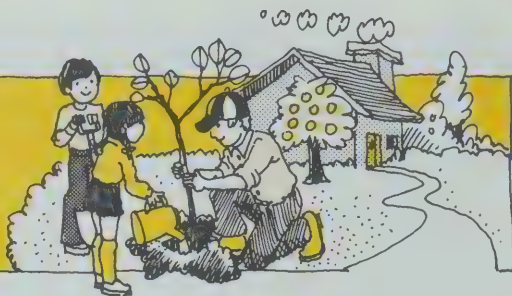
- the same double vowel spelling the same sound.
- **ow** spelling different sounds.
- **ou** spelling the same sound.

4 Write these two columns of words. Then join each word on the left to a word on the right to make a new word. One is done for you. Write the new words you have made.



- 5 Find and write the words in the list that rhyme with these: **fight**, **sun**, **brown**, **silk**, **today**.

Extra Help



- 1
- Which words in the list have a consonant blend?
 - Which words end in silent **e**?
 - Which word has a silent **l**?
 - Which word rhymes with **light**? Make another rhyming word.

- 2 Add these suffixes to the base words **snow**, **play**, and **look**.

s ed ing

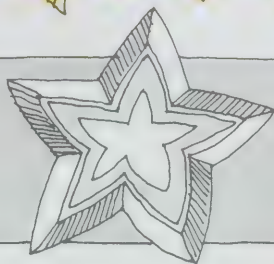
- 3 Write the words in heavy type, adding the correct suffixes to them. It was **snow-** outside. Tony **want-** to go out to play. He **look-** for his blue mittens and found them downstairs. When he went out he saw his friends **play-**.



- 4** In your best writing, write a story that has three sentences. Use one of these groups of words. Make a picture to go with your story.



For Good Spellers



1 For Fun

The answers to these puzzles are words in the list.

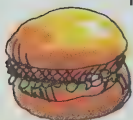
- Change the vowel in **fun** and add a silent **e** to make a word that means **very good**.
- Find a word that has a small word in it telling what a hen would do with an egg.
- Take away the second and fifth letters and you will have **fun**.

2 Which words in the list sound the same as these but are spelled differently: **blew, maid, hour, hear, buy?**

3 Make Compound Words

- Join two words in the list to make a word that means **this evening**.
- Add a word to **snow** to tell what Mr. Big is.
- Add a rhyming word to **down** to tell where you might go shopping.

4 Find and write the word in the list that rhymes with



- bun
- clue

- took
- dough



- deer
- flight



5 Mystery Message

For each letter in this code, use the letter that comes after it in the alphabet. For example, **Sgd** = **The**. The message is a silly sentence.

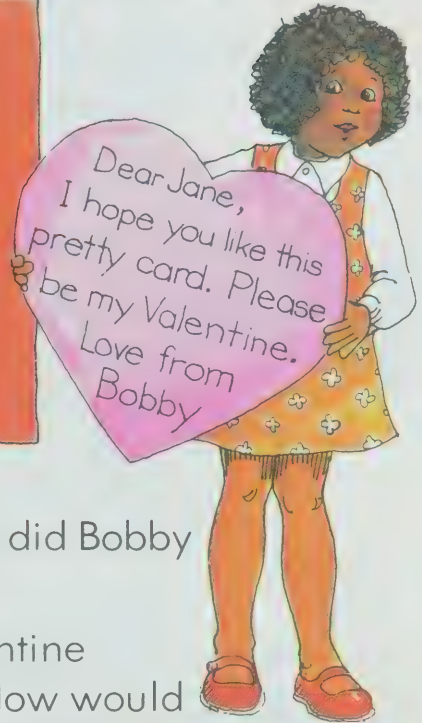
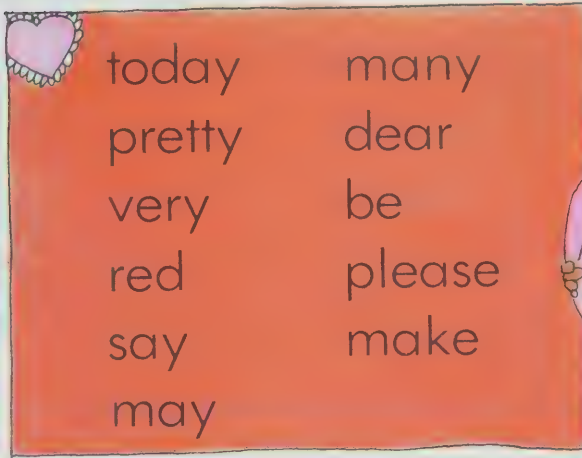
Sgd vghsd bnv bntkc fhud aktd lkhj.

Now it's your turn. Write a silly sentence in the same code.



A Valentine Message

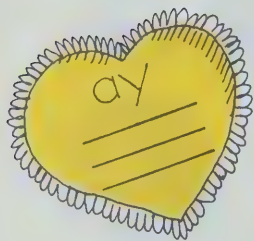
23



Dear Jane,
I hope you like this
pretty card. Please
be my Valentine.
Love from
Bobby

- 1
 - Which words in the list did Bobby use in his Valentine?
 - Bobby started his Valentine message: **Dear Jane**. How would you start a message or letter to Bobby?
- 2 Write the words in the list that have the sound of long **e**. Underline the vowels that make the long **e** sound.
- 3
 - What small word do you see in **dear**?
 - Add **f**, **t**, **r**, and then **n** to the small word to make new words.

4



- Which three words in the list belong to the **ay** family? Write three more rhyming words in the **ay** family.
- Write **make** and three more words in the **ake** family.



5 Word Math

Write these problems and the answers.

- say + s = • make - e + ing =
- may + be = • be + ing =
- be + e = • many - m =

6

- Change the vowel in **red** to **o** and then **i** to make two new words.
- Change the first letter of **red** to **l**, **b**, and then **f** to make three new words.

7 Which words in the list fit these spaces?



8

Make a pretty Valentine card. Add two lines and finish this poem for your card.

The extra words may help you.

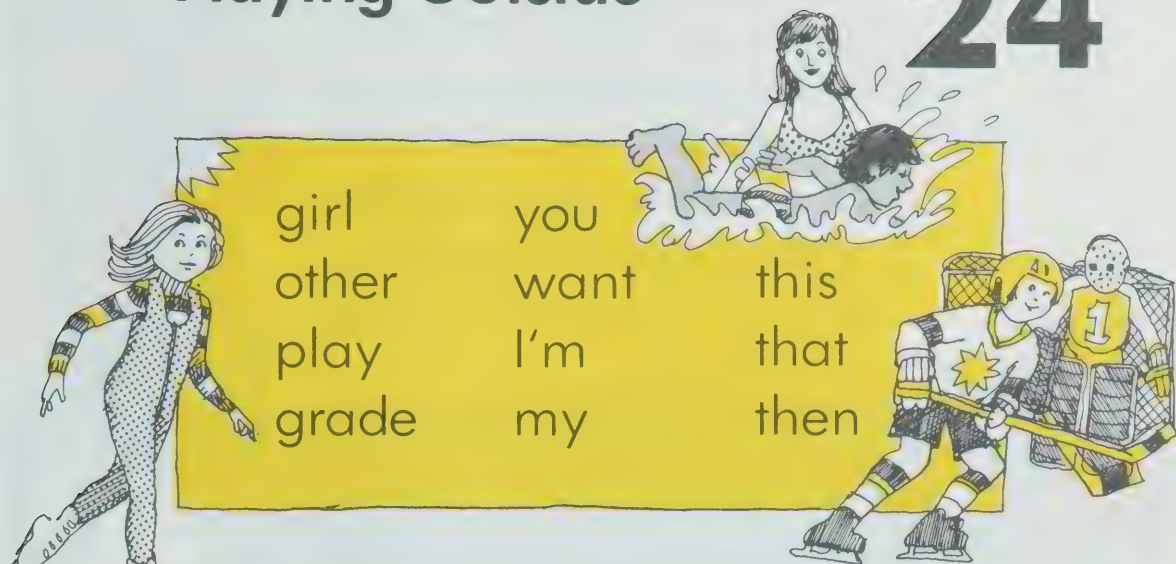
What can I say

To my Valentine today?



Playing Outside

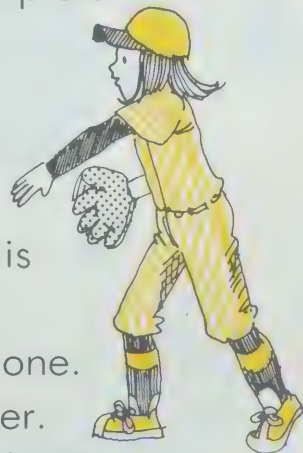
24



1 Write the words from the list that complete these sentences.


- The children ____ to ____ outside.
- Would ____ like to play baseball today?
- ____ taking swimming lessons this summer.
- This game is more fun than ____ one.
- The ____ next door is a good skater.
- Do you ____ me to bring ____ goal net?

2 Put the four-letter words in the list into alphabetical order.



- 3** . Write the word in the list that has an apostrophe (').
- What two words make up this contraction?
 - What letter in the two words is replaced by the apostrophe?
 - Re-write this sentence using an apostrophe.

I am going to play in the park.



In a contraction an apostrophe (') takes the place of the missing letter or letters.

he is = he's



- 4** . Which two words in the list begin with a consonant blend?
- Which two words have a vowel pair?
 - Which two words have the sound of long **a**?
- 5** . Which four words in the list have the consonant pair **th**?



- Here are some words you have studied that have consonant pairs. Put them on a chart like the one below.

**this other then children with that
mother march father**

Beginning

Middle

End

she

father

teach

Two consonants that make one new sound are called a consonant pair. **ch th sh**

- 6** Complete these sentences with **this**, **that**, or **then**.

____ book over there is yours.

____ book over here is mine.

Let's put our books away. ____ we can go out to play.

- 7** What do you like to do outside on days like these? Write a sentence or two for each picture.



25 Going, Going, Gone!



Cory Kite lives in a store on a shelf, all alone. He is unhappy. He wants to go away to find a friend. Cory can hear the wind calling, "When are you going? When are you going?"

At last, Cory goes.

"Come back down here!" cries the storekeeper. "Oh, where has Cory gone?"

Where do **you** think Cory has gone?

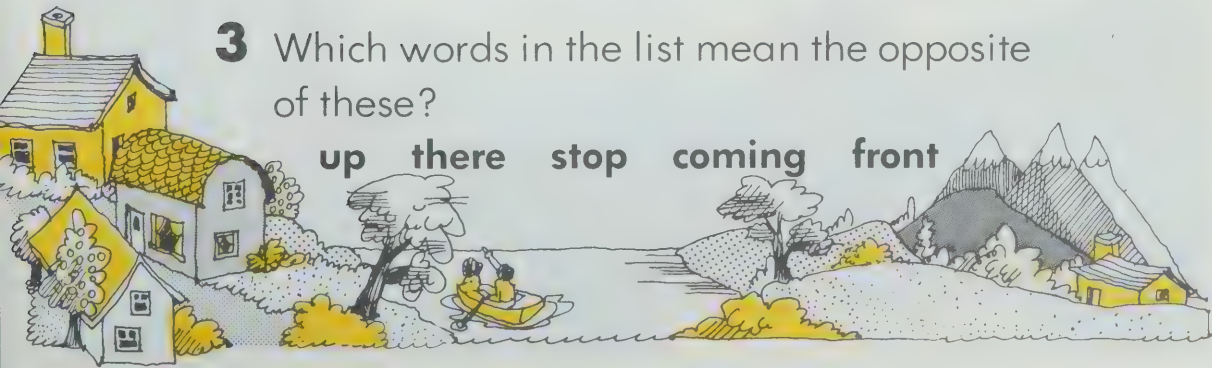


- 1**
- Which words in the list do you see in the story?
 - Underline the parts that are the same in four of the words you just wrote.
 - Which of these four words is the base word?
 - Which of the four words fits in each of these sentences?
I ____ higher and higher.
He ____ higher and higher.
We are ____ higher and higher.
They have ____ higher and higher.

- 2**
- Two rhyming words in the list have the sound of short **u**. What are the words?
 - Circle the vowel that spells the short **u** sound in these words.

- 3** Which words in the list mean the opposite of these?

up there stop coming front



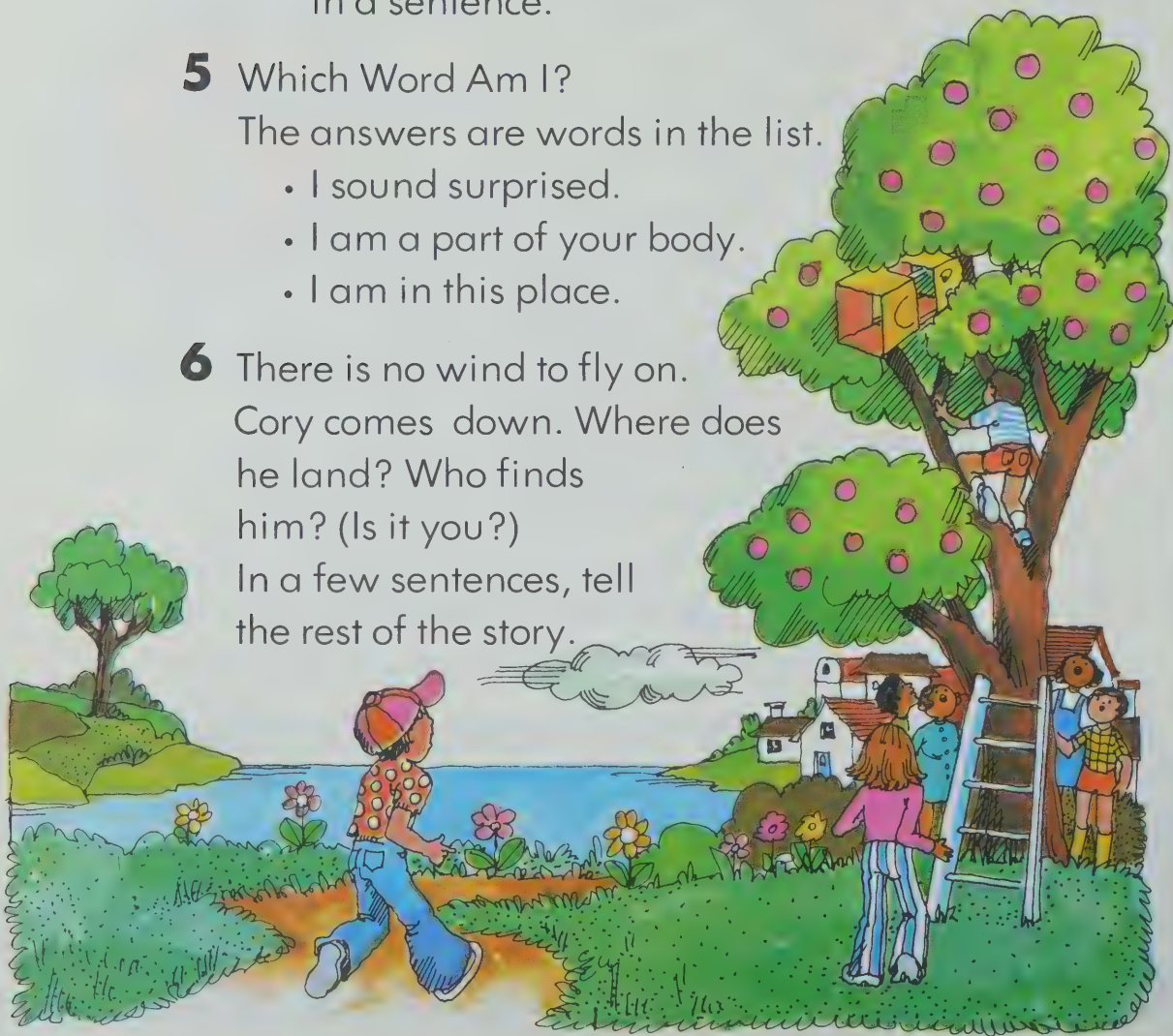
- 4
- Add **s** and then **ing** to **come** to make new words. What happens to the **e** in **come** when you add **ing**?
 - Use each of the new words you made in a sentence.

5 Which Word Am I?

The answers are words in the list.

- I sound surprised.
- I am a part of your body.
- I am in this place.

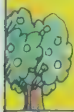
- 6 There is no wind to fly on.
Cory comes down. Where does he land? Who finds him? (Is it you?)
In a few sentences, tell the rest of the story.



Playing Together

26

ran	do	tell
from	to	had
much	their	our
her	him	



Tell me, tell me
What to do.
Skip together,
Me and you.

In comes _____,
Run from him,
In comes _____,
Run from her.

Tell me, tell me
What to do.
Skip together,
Me and you.

Here is a skipping poem to try out at play time. Use the names of two of your friends when you skip to it.

- 1 Write the words in the list that are also in the poem.
- 2 Which words in the list have
 - a double consonant?
 - a consonant blend?
 - a consonant pair?
 - a vowel pair?
- 3 Write **had** and **him** and two words that rhyme with each.



4

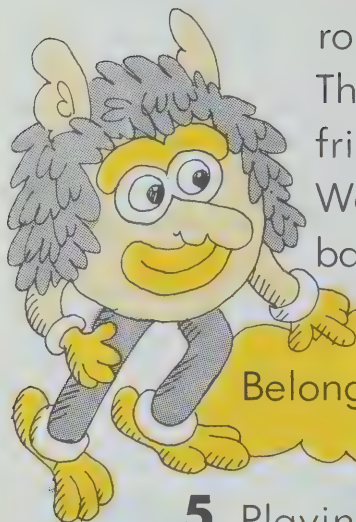
• Write the words in the list that mean:
belonging to a girl, belonging to them, belonging to us.

• Use the words you have written to complete these sentences.

Janet will bring ____ new skipping rope to school today.

The boys and girls play with ____ friends at recess.

We asked ____ teacher to let us play baseball.

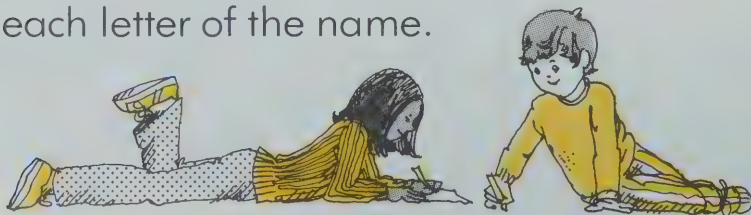


Belonging words: **my, his, our, their, her.**

5 Playing with Words

You can play the Name Game by yourself or with a friend. Write your name (or your friend's name) down the side of your paper. Try to write words that start with each letter of the name.

Run
Us
The
Hat



Jump
Our
Had
No



- 1
 - Which words in the list are in the story?
 - Which words are **not** in the story?
- 2 Write the word from the list that finishes each of these rhymes.
 - I like to jump and play
Every single ____.
 - Red Riding Hood
Was always ____.
 - The moon will shine bright
Later ____.





3

- Write **you**. Add **r** to **you** and say the new word to yourself.
- Use the new word in these sentences.
The book belonging to you is ____ book.
The bed belonging to you is ____ ____ .

Another belonging word: **your**.

4

- Write the words in the list that have two syllables.
- One of these words has **s** spelling the sound of **z**. Which word is it?
- One of these words has a suffix. What is the base word?

5

Find and write the words in the list that mean the opposite of these.

• hasn't
• before

• bad
• night

• off
• giving

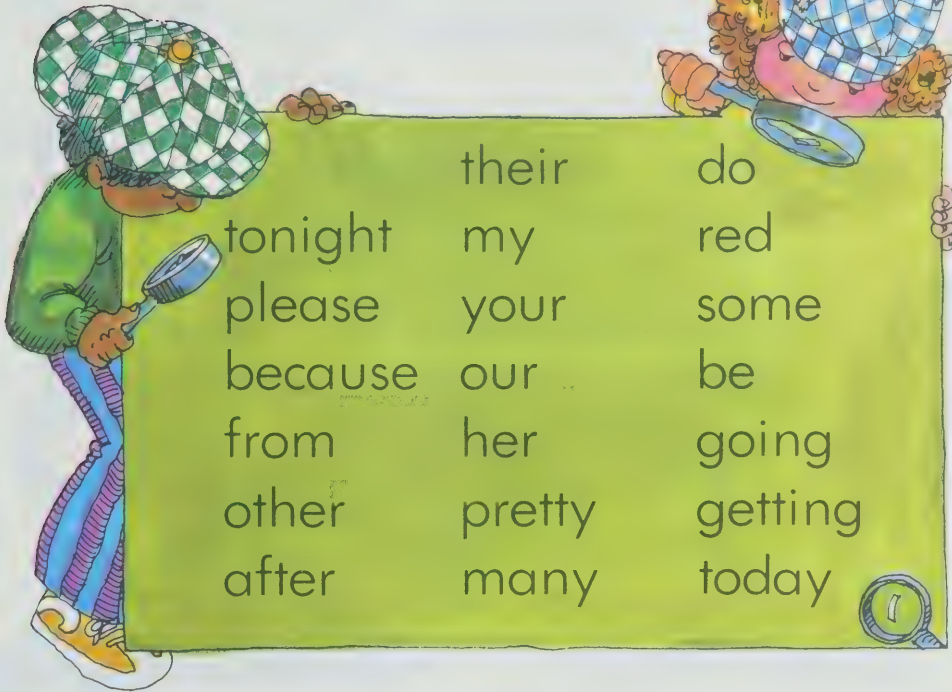
6

Think of some of the things you like to do.
Tell what two or three of them are, in a short story beginning,
We had fun today because . . .



Look at These Words Again

28



As you review these words, be sure to look again at your own list of hard words too.

1 Be a Detective

Hunt for these words in the list and write them.

- words with a consonant blend
- words with the suffix **ing**. Underline the base words.

- words with a consonant pair
- words with **y** used as a vowel
- words ending with silent **e**
- words ending with **er**

2 Write the five words in the list that show belonging. Then use one of the words with each word in Column 2 below.

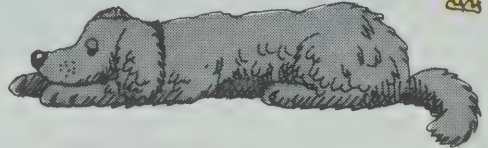
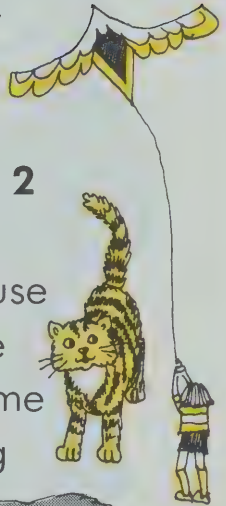


Column 1

- The cat belongs to me.
- The house belongs to us.
- The kite belongs to them.
- The game belongs to Anna.
- The dog belongs to you.

Column 2

- _____ cat
- _____ house
- _____ kite
- _____ game
- _____ dog

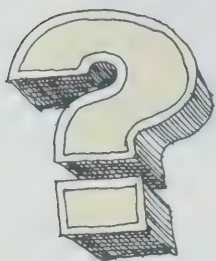


3 Solve these sound puzzles. Find and write the words in the list that have

- **s** that sounds like **z**.
- **e** that sounds like short **i**.
- **o** that sounds like short **u**.
- **o** that sounds like **oo**.
- **a** that sounds like short **e**.
- **y** that sounds like long **i**.



4 Who Am I?



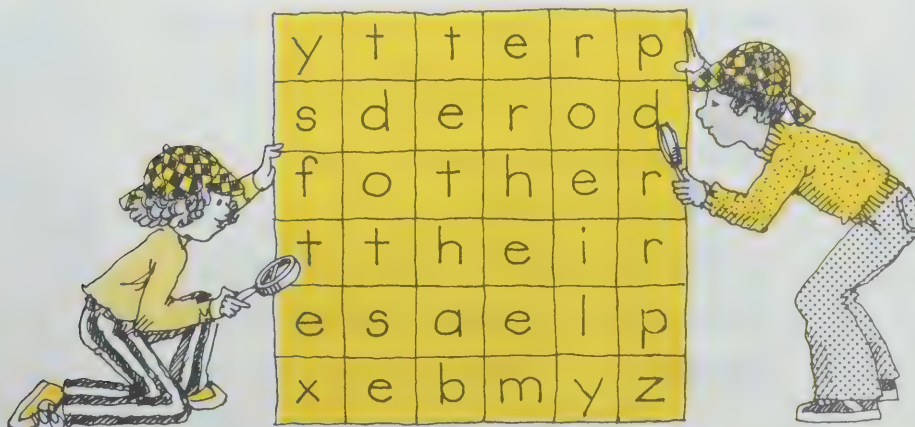
- Take away **y** and I am a grown-up boy.
- Take away **be** and I rhyme with **pause**.
- I am a colour.

5

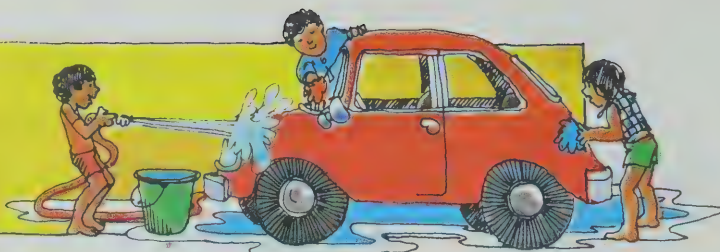
- Write **my** and change the **m** to **b**.
- Add **e** to your new word.
- Now add **good** to make a compound word.

6 More Detective Work

How many words from the list can you find in this puzzle? (There are eight.) Read backwards and forward, and write the words you find.

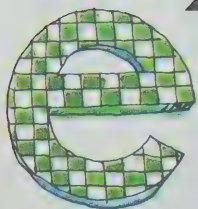


Extra Help



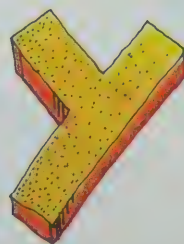
- 1 The first half of the alphabet has the letters from **a** to **m**. The second half has the letters from **n** to **z**. Look at the first letters of the words in the list. Put the words in alphabetical order on a chart like this one.

a - m	n - z

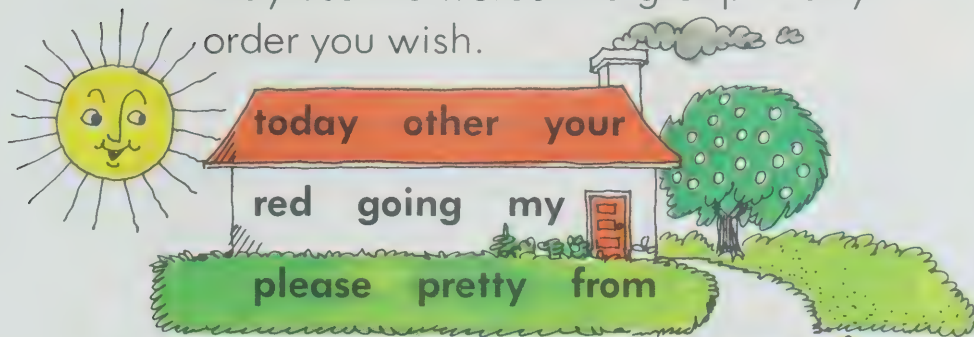


- 2 The letter **e** is used more often than any other letter of the alphabet. Write all the words in the list that have **e** in them somewhere.

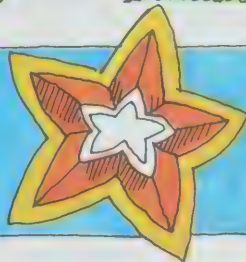
- 3 Write the words in the list that have
 - double consonants.
 - **y** as a consonant.
 - **y** spelling the sound of long **e**.
 - these letters in them: **pl, pr, fr, ea, au, ei, igh**.



- 4** Write three sentences. Use one of these groups of words in each sentence. You may use the words in a group in any order you wish.



For Good Spellers



- 1** When you unscramble these you will have words in the list.

**hreto oghnitt emos naym
ceabues elepas form**

2

- What word means the day before today? the day after today?
- What do we call the night before tonight? the night after tonight?
- What are two words that name different shades of red?

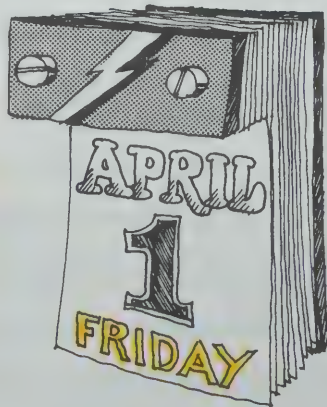
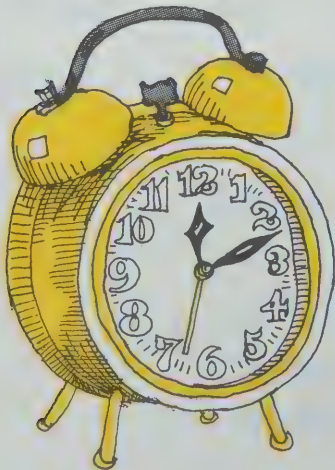


3 Take the **pl** away from **please** to form a new word. Use a dictionary to find the meaning and use the new word in a sentence.

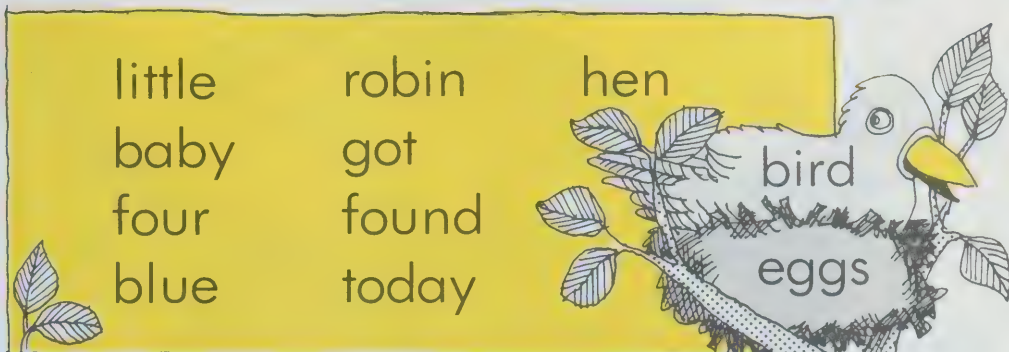
4 Ten Words that Tell Time





The vowels are missing from these words that tell about time. Can you write all ten complete words? The first one is done as an example.

- | | |
|--------------------------|---------------------|
| • t _ d _ _ today | • m _ r n _ n g |
| • m _ d n _ g h t | • d _ s k |
| • n _ _ n | • _ v _ n _ n g |
| • t _ n _ g h t | • d _ w n |
| • s _ n s _ t | • _ f t _ r n _ _ n |



little	robin	hen
baby	got	bird
four	found	eggs
blue	today	



Today I found 4 . They were a pretty blue colour. The little  sat on her nest. Soon  birds will hatch. Mother  will take care of the babies.

1 Write the story using only words.

- 2**
- Write **found** and underline the vowel pair. Change the **f** to **p** to make a rhyming word.
 - Which word in the list has **ou** spelling a different sound than it has in **found**? Change the first letter to **p**.

3 • Write **robin** and **hen**. Now make these words mean **more than one robin** and **more than one hen**.

- Write **baby**. Change the **y** to **i** and add **es**. What does the new word mean?

When **y** follows a consonant, change **y** to **i** and add **es** to make the plural form. **baby, babies**



4 Can you find the answers in the word list?

- rhymes with **hot**
- a colour
- the opposite of **big**
- a small child
- one more than three
- a sign of spring

5 Tongue Twisters

Write these tongue twisters. Then try saying them as fast as you can.

Four fat fools fed the found fish.

Big blue bird bought a baby box.



The Barnyard

30



- 1 What animals can you find in the barnyard that are named in the list?
- 2 To which words in the list can you add **s** to make them plural?

3

- Write the two words in the list that end with **ow**. Notice the different sounds that **ow** spells.
- Make a chart and write rhyming words under the correct headings.

know

cow

know	cow



4

- Two words in the list can be used to tell about something that is happening at the present time. Use one of them in each of these sentences.

I ____ where the cat is hiding.

The dog ____ a big bone.



- Two other words in the list tell about something that happened in the past. Use one of them in each of these sentences.

The farmer ____ on the fence.

The cows ____ eating the grass.



- 5** Which word in the list
- has a silent **e**?
 - rhymes with **come**?
 - begins with a long vowel?
 - begins with a silent letter?

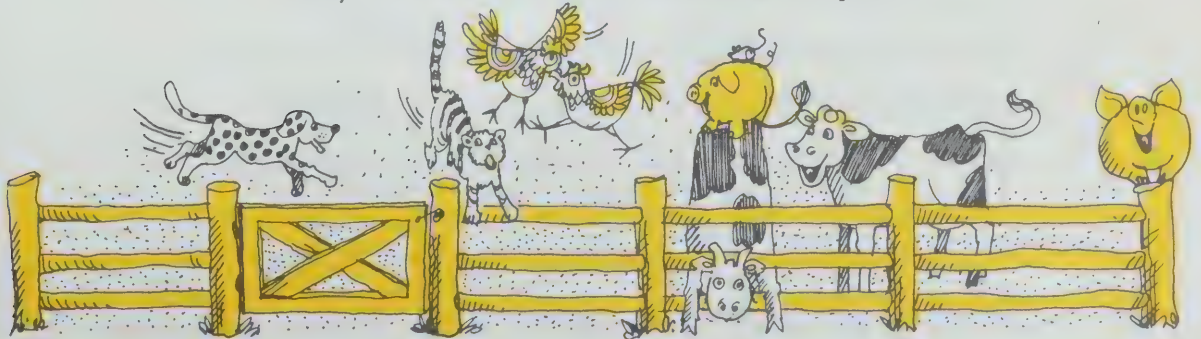


6 Make New Words

Write these words from the list. Change one letter at a time to make new words.

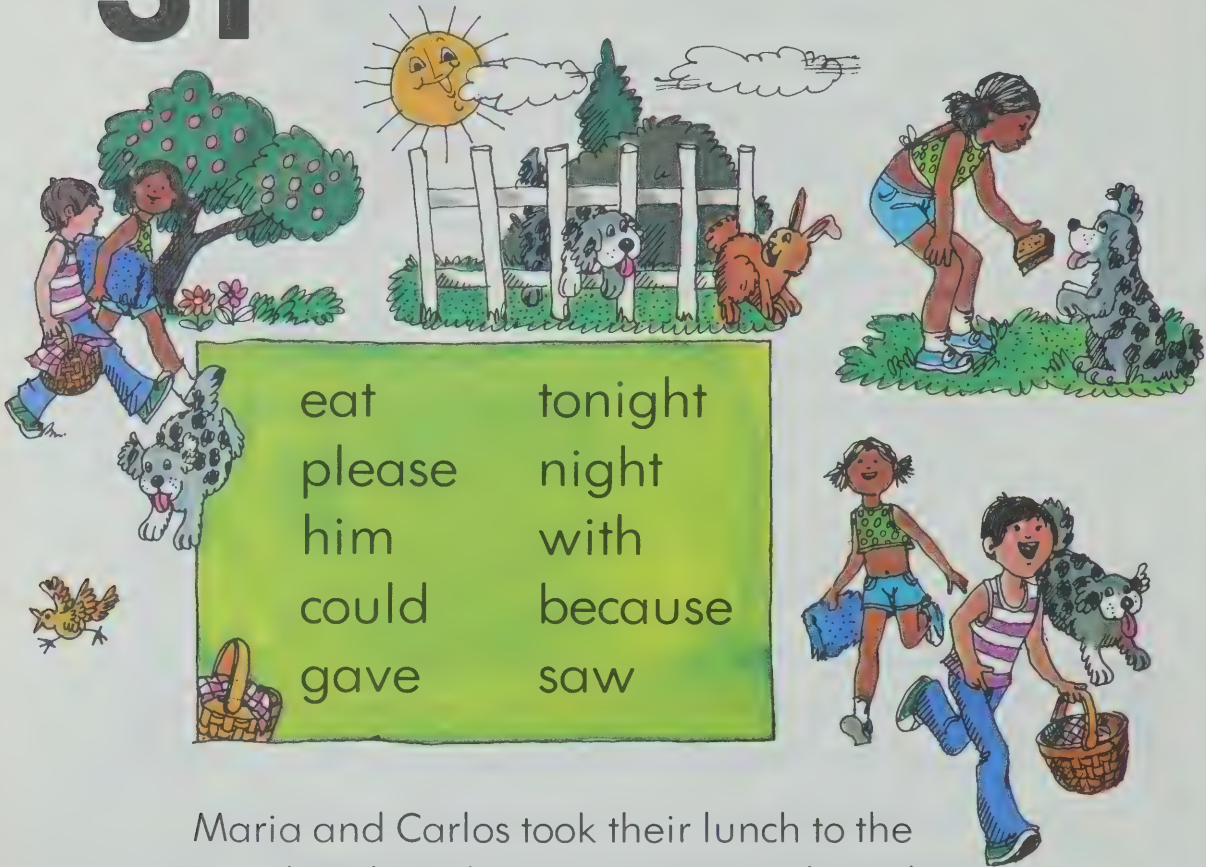
dog do- d-g -og **rat** ra- r-t -at
pet pe- p-t -et **has** ha- h-s -as

- 7** You are having dinner with your family. It is quiet outside. Suddenly, you hear the dogs barking, the pigs squealing, the cows mooing. What has happened? Write a story called **Trouble in the Barnyard**.



31

A Walk in the Woods



eat	tonight
please	night
him	with
could	because
gave	saw

Maria and Carlos took their lunch to the woods today. Their puppy, Spot, chased every bird and squirrel he saw. Then he tried to follow a rabbit through a fence, but he could not get through because he was too fat. Maria gave him a sandwich to eat, and after lunch they raced each other home. They will have a good sleep tonight!

1 Find and write the words in the list that are also in the story.

- 2** Which words in the list
- have a vowel pair?
 - end with two consonants?
 - have **igh** spelling long **i**?
 - end with silent **e**?



- 3**
- Which two words in the list could you use to tell about something that happened in the past? Use one of the words in each of these sentences.
Carlos ____ Spot chase a rabbit.
Maria ____ Spot some of her lunch.
 - What words would make the sentences tell what is happening now?

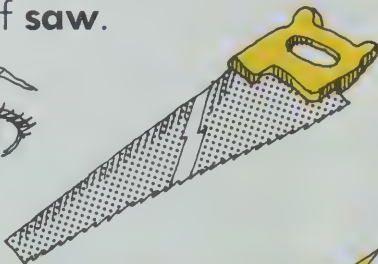
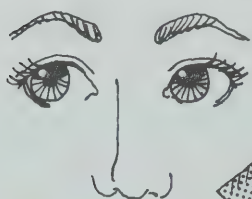


4 Make a chart like this and complete it.

Present	Past
see	
	gave
	ate
race	

5 Write these words and a word that rhymes with each: **night**, **gave**, **eat**, **saw**.

6 The word **saw** has more than one meaning. Look at the clues. Then write two sentences to show the different meanings of **saw**.



Some words have more than one meaning. **play** ball; watch the **play**

7 Pretend that you went for a walk with a friend. Where did you go? What did you see? Make a picture to go with your story.



Spring Showers Make Fine Flowers

32



1 Find in the list and write

- the words in the title of this unit.
- the numerals.
- the words with double consonants.
- the words with **y** as a vowel.
- the words that have silent letters.

2

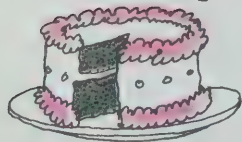
- Two words in the list are **homonyms**. Which words are they?
- Use the homonyms in these sentences.
There were ____ puddles.
The children jumped in them ____ .

Homonyms are words that have the same sound but different spellings and meanings. **two** - 2; **too** - also; too much



3 Make New Words

- Put these consonants in front of **all**: **b**, **t**, **h**, **f**, **w**.
- Take **m** from **make** and use these consonant blends: **fl**, **sn**, **br**.
- Add **in** to the beginning of these words: **side**, **to**, **doors**.



4 Write the words in the list that rhyme with

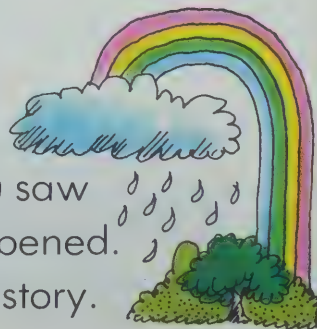
- | | | |
|---------|--------|--------|
| • penny | • pin | • mine |
| • wait | • cake | • call |



5 Which words in the list are the opposites of: **few**, **out**, **none**, **ugly**?

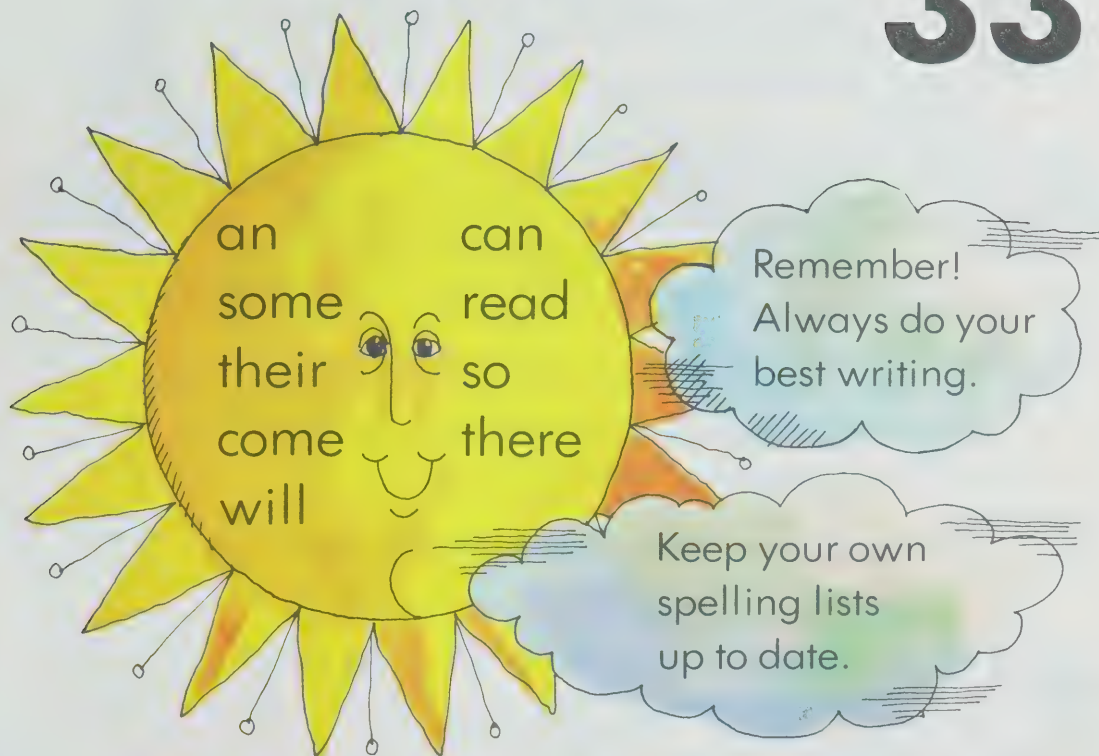
6 Have you ever gone on a rain walk? Use your imagination and

- tell about something pretty you saw and something funny that happened.
- make a picture to go with your story.



Are You Awake?

33



- 1** Take the words from the sun and put them into alphabetical order.
- 2** • Two words in the list are homonyms. (Look back to Unit 32 if you don't remember what homonyms are.) Which words are they? Underline the letters that make the vowel sound in these words.



- Use the homonyms in these sentences.
The sun is shining over ____ .
They ate ____ lunch in the park.



- Which of the two words is a belonging word? Which means the opposite of **here**?

3 Read is a tricky word. It can rhyme with **bed** or with **need**.



- Write **read** in these sentences and say it to yourself each time.
I need to ____ this book today.
Yesterday I ____ the book in bed.
- **Read** with the sound of long **e** is a base word. You can build on it to make new words. Add these endings to the base word **read**: **s**, **ing**, **er**.

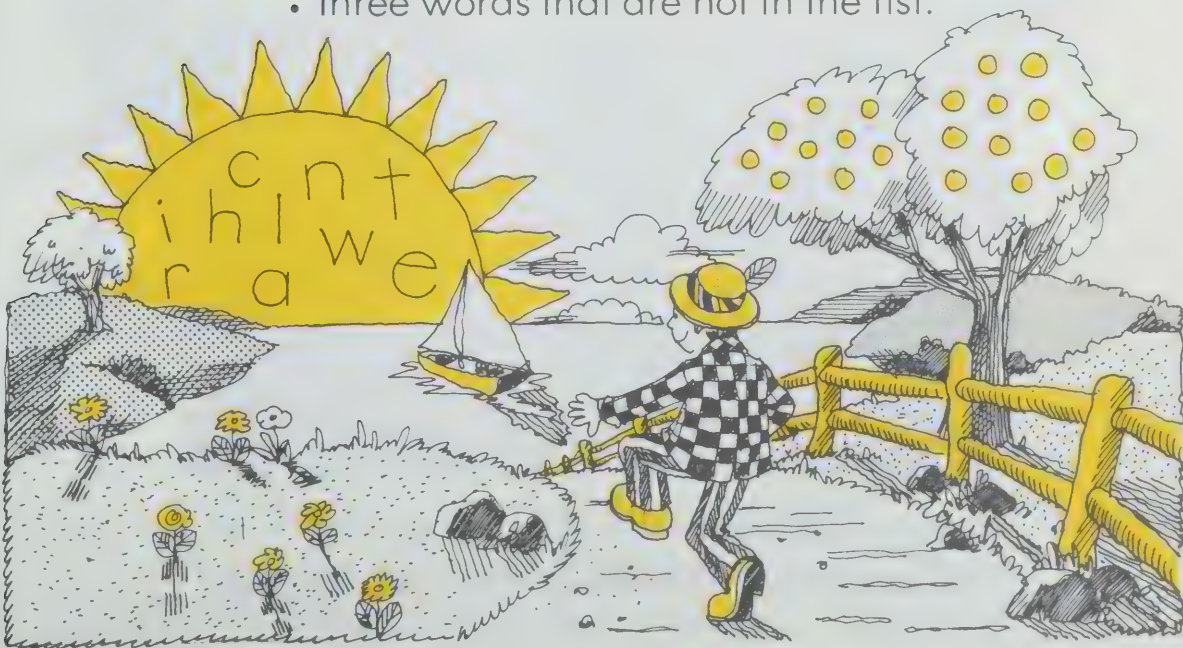
4 Write the two pairs of words in the list that rhyme and spell the rhyming parts the same.

5 Yes, You Can

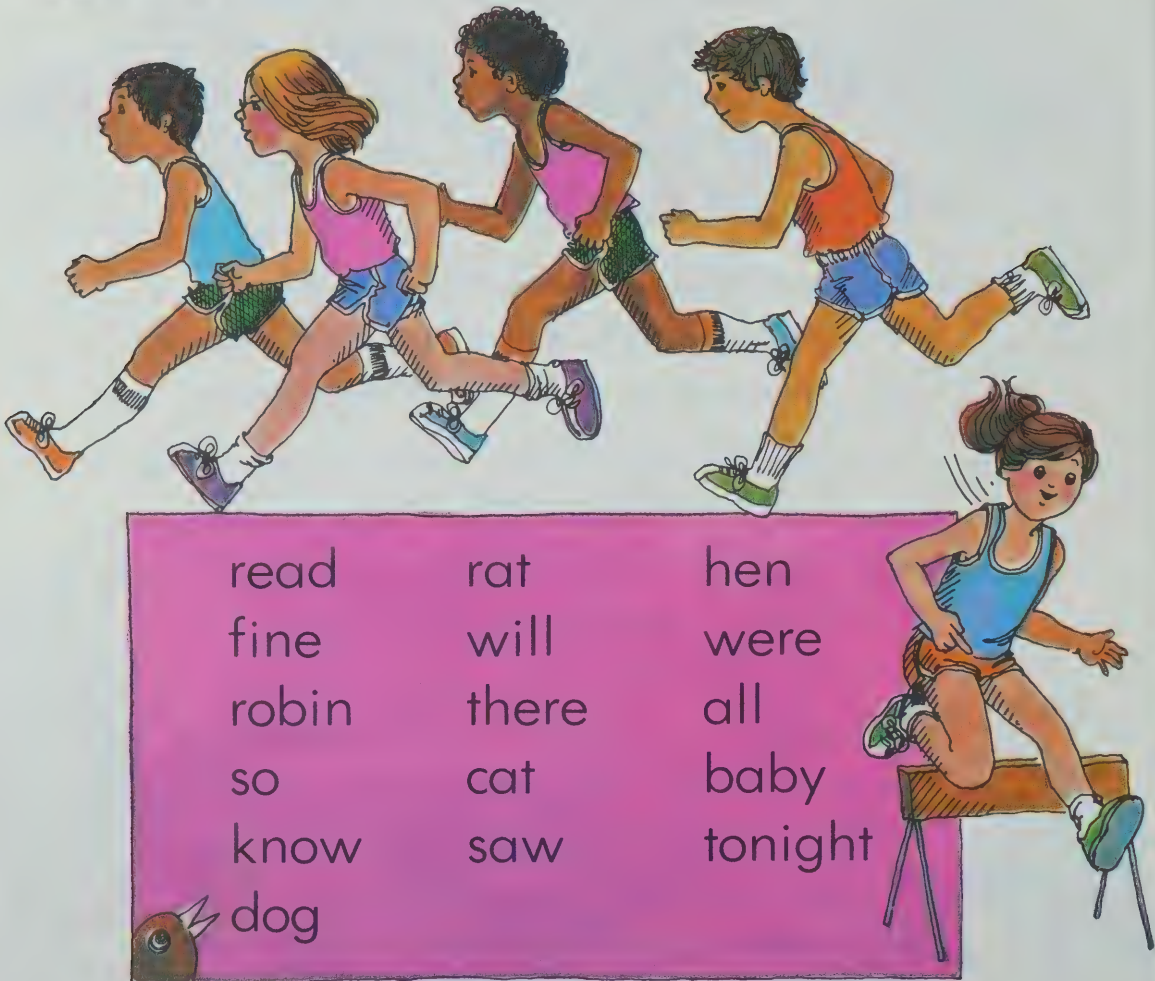
- Make four new words by changing the beginning consonant of **can**.
- Make four new words by changing the ending consonant of **can**.
- Add **not** to **can** to make a word that is opposite in meaning.

6 Use letters from the setting sun to make

- a two-letter word, a three-letter word, a four-letter word, and a five-letter word from the list.
- three words that are not in the list.



34 Practice Time



read

rat

hen

fine

will

were

robin

there

all

so

cat

baby

know

saw

tonight

dog

Practice helps you to improve your skill.
Spelling practice will help you to be a better
speller.

1 Word Stretch

Stretch these words with the letters needed to make them into words in the list.

- __by • rob__ • __now
- __ill • we__ • __night

2

- Find in the list and write the six words that name living things.
- Now write the six words in their plural form. (Be careful with the word that ends in **y**. Look back to the Creature's message in Unit 29.)

3

Make a chart like this. Under each heading write all the words in the list that have that vowel sound. Circle the letter or letters in each word that make the vowel sound.

long e	short e	long o	short o

4 Which words in the list

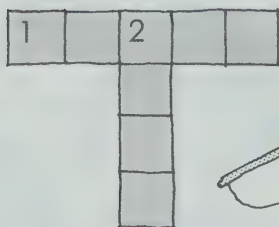
- end with a double consonant?
- have two vowel sounds?
- rhyme with each other?



5 Write the four-letter words in the list in alphabetical order.

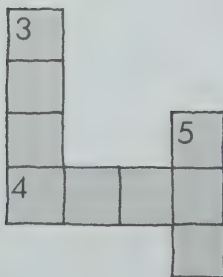
6 For Fun

Draw the two puzzles below. Be sure you have the correct number of spaces. Then use the clues to find the words in the list that fit in the puzzles.



Clues

- 1 across: an early bird
- 2 down: a new person



- 3 down: understand
- 4 across: We _____ all on time.
- 5 down: an egg-maker



Extra Help



1 Write in alphabetical order the three-letter words in the list.

2 Which word in the list

- begins and ends with the same letter?
- begins with **th**?
- has two pronunciations?
- begins and ends with a silent letter?

3 Which words in the list rhyme with these?

- | | | |
|--------|--------|---------|
| • wine | • bat | • light |
| • go | • bill | • bread |
| • log | • raw | • then |



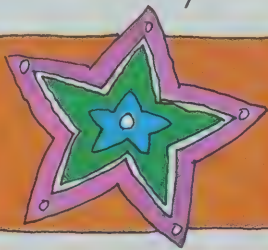


4 Building Word Families

Write

- **all** —add **b**, **c**, and then **t** to make new words in the **all** family.
- **saw** —change **s** to **r**, **p**, and then **l** to make new words in the **aw** family.
- **will** —change **w** to **p**, **f**, and then **k** to make new words in the **ill** family.

For Good Spellers



1

- Write **read** and two more words in which **ea** spells the sound it has in this sentence: **Read the book.**
- Write **read** and two more words in which **ea** spells the sound it has in this sentence: **I have read the book.**

- 2** • For each letter in this code message, use the letter that comes after it in the alphabet. (Clues: **a** = **b**; **z** = **a**.)
Vgdqd zqd xnt fnhmf zesdq rbgnnk
snczx?
- Write your answer in a code sentence.

- 3** The robin is a sign of spring. What other signs of spring can you think of? Use a dictionary to check your spelling. (You may want to add the new words to your own spelling list.)

4 Hidden Words

Can you find the nine words from the list that are hidden in this puzzle? Read across and down, and write the words as you find them.



35 A Furry Visitor



1 Talking About the Picture

Pretend you are the owner of the dog. Use the words in heavy type in your answers to these questions.

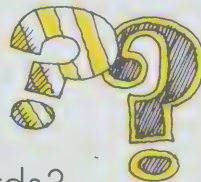
- Why is the dog in the **school**?
- **How** did he get in?



- What do you think the **teacher** will do?
- Would you **let** the dog stay?
- **Now** what happens?

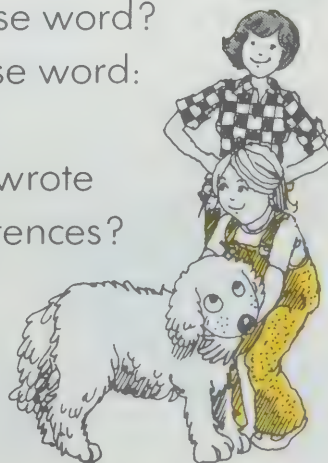


- 2** Which words in the list
- have four letters and rhyme with each other?
 - end in **ow** and rhyme with each other?
 - end with silent **e**?



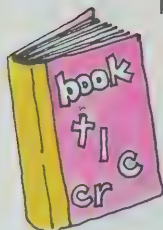
- 3** Which word in the list
- is made up of two small words?
 - has **ch** spelling the sound of **k**?
 - has **c** spelling the sound of **s**?

- 4**
- Write **teacher**. What is its base word?
 - Add these endings to the base word:
er, es, ing.
 - Which of the words you just wrote belongs in each of these sentences?
The ____ saw the dog.
She ____ the class.
She was ____ spelling when the dog came in.



- 5** Add these endings to the base word **let**: **s**, **ing**. (What happens to the **t** when you add **ing**?) Use the new words in sentences about the teacher and the dog.

- 6** Say **book** and **school** to yourself. Notice the different sounds of **oo**.



- Write **book**, and then change the **b** to **t**, **l**, **c**, **cr**.
- Write **school**, and then change the **sch** to **c**, **f**, **p**, **t**.



- 7** Fairy stories often begin with the words, **Once upon a time . . .** Write a short fairy story beginning like this and using your own name in it:

Once upon a time a fairy godmother gave ____ three wishes.

What were your three wishes? Did you get them? How did you feel?



Think About Summer

36

long think
into run
there sun
every water
fine them




After a long winter, every one of us is glad when summer comes. As you study the words in this unit, think of things you will do when you can run outdoors into the warm sun. You will have a chance to write about them at the end of the unit.

- 1 Which words in the list are in the paragraph above?

2 Which words in the list

- begin with a consonant pair? Underline the two words in which the consonant pair has the same sound.
- rhyme with: **fun, otter, where, mine, song, drink?**



A compound word is made up of two smaller words. **up + on = upon**

3

- Find the compound word in the list and use it in a sentence.
- Make four compound words using these words with the word **every**.
one body thing where

4 Words that Compare

- Write the base word **long**. Add the suffixes **er** and **est** to make new words that mean **more long** and **most long**.
- Write **finer** and **finest**. What is the base word of these two words? What happened to the silent **e** of the base word when **er** and **est** were added?





- Write **sun** and **sunny**. Change the **y** of **sunny** to **i** and add **er** and **est** to make new words. Use the new words in sentences.
- Make a chart like this one and complete it.

small	smaller	smallest
long		
fine		
sunny		
funny		



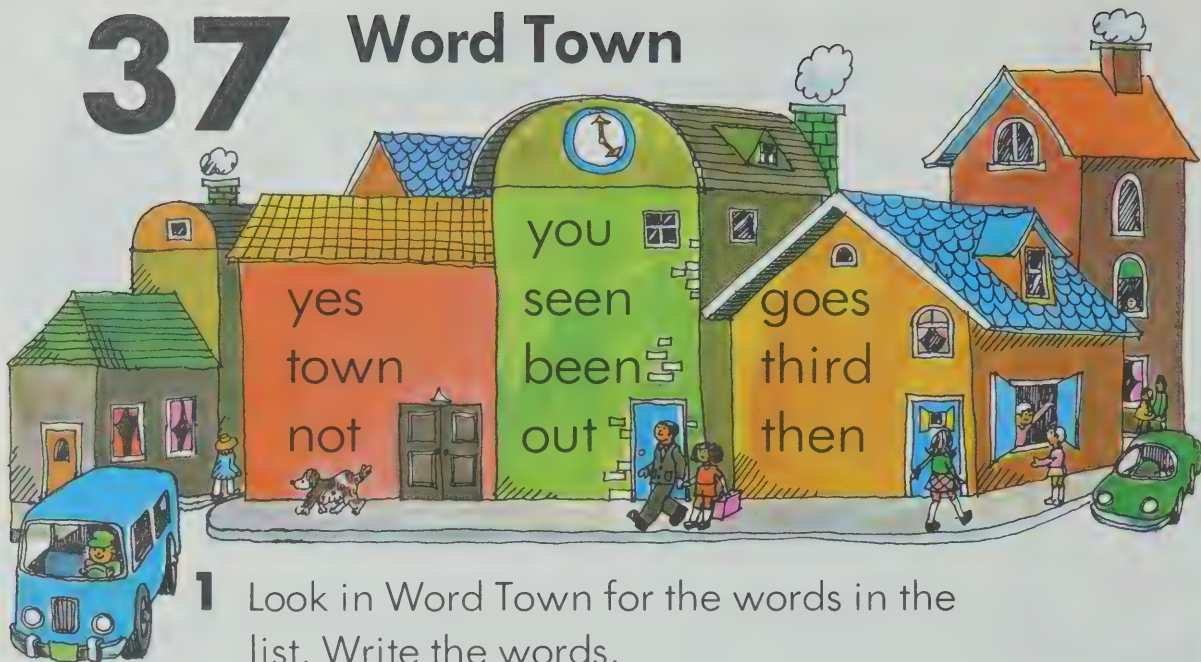
5 Look again at the pictures at the beginning of this unit. Write a sentence or two about each of these:

- Fun in the Sun. What would you like to do on a sunny summer day?
- Run for Fun. What is a running game or activity that you enjoy?
- Water Fun. What is your favourite water activity?

Make a picture to go with one of the things you have written about.



37 Word Town



1 Look in Word Town for the words in the list. Write the words.

2 Write the sentence that is true for you.

I live in the town of ____.

I do not live in a town.

3 Find in the list and write

- the two rhyming words.
- the words that begin with **th**. Notice the different sounds of **th**.
- the words that have **ou** in them. Notice the different sounds of **ou**.
- the words that end with **s**. Notice the different sounds of **s**.

4 Are these sentences correct? Answer with **yes** or **no**.

- I seen you downtown.
- I have seen you downtown.

5 Unscramble these to make words in the list: **ont, sey, eben, ridth, oyu**.

6 Help the old mill wheel to turn.
Write the words from the list that are the opposites of the words on the wheel.

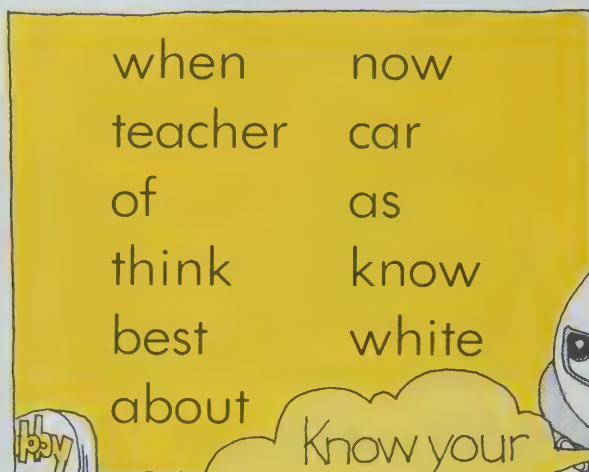


7 If you were in a race and two people beat you, in what place would you finish?

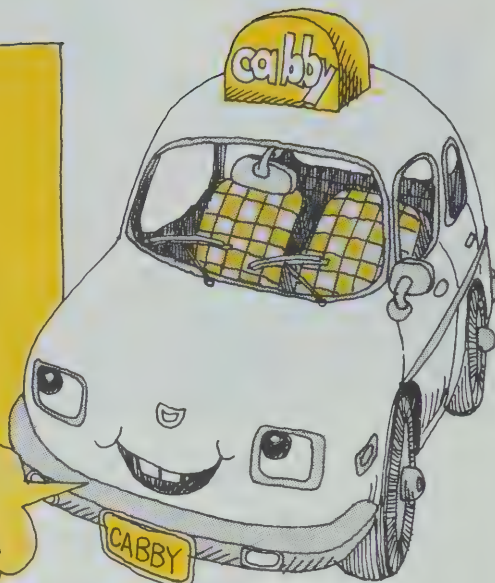
8 Use one of these titles and write a short story. Try to tell two or three interesting things about the town you are writing about. Where is the town? Who lives there? What do you like most about the town? What don't you like about it?



38 Cabby the Car



Know your
safety rules.



Our teacher showed us a film about Cabby the Car. That funny white car said, "Know your safety rules," and told us a story. After the film Mrs. Lankin said, "Now do your best. Think, and tell me about the safety rules you know. When do we use them?"

- 1
 - Write the words in the list that appear in the story.
 - Which two words in the list are not in the story?

39 Holiday Time



saw

once

every

been

black

in

train

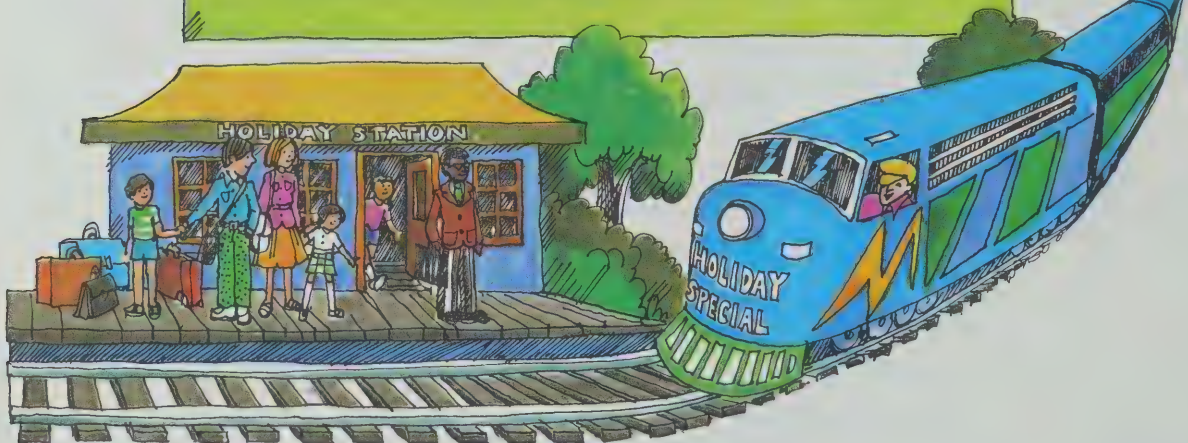
like

if

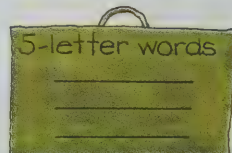
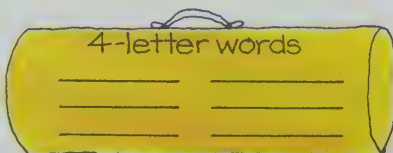
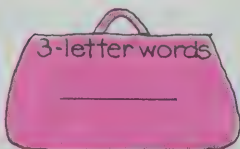
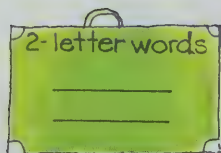
take

them

time



- 1** Draw these suitcases. Put each word in the list into the right suitcase.



- 2** Find Me in the List

• I am what a clock tells.

- I cut wood.
- I come before **twice**.
- Change my **t** to **b** and you have something to think with.
- Change my **i** to **a** and you have a place to swim.

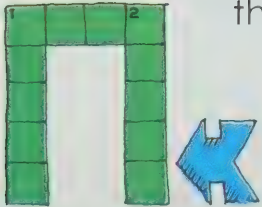


3

- Use the same word from the list in each of these sentences.
We got on the _____.
Sandy will _____ her horse to jump.
- Which word from the list fits in both of these sentences?
That was the _____ we went camping
The coach can _____ the runners.



- 4** Draw these puzzles, making sure you have the right number of spaces. Then use the clues to find the answers in the list.



Clues

1 down: a kind of transportation

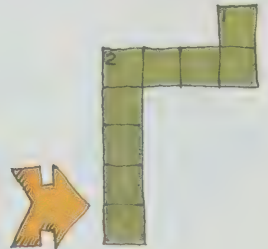
1 across: rhymes with **dime**

2 down: each

1 down: opposite of **out**

2 across: has double **e** in the middle

2 down: opposite of **white**



40 A Final Look

every	two	time
very	said	now
much	people	first
many	been	for
pretty	once	their
because	teacher	morning
about	think	

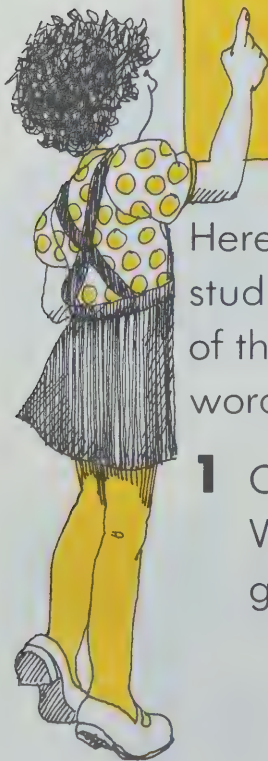


Here are some of the hard words you have studied this year. Use the study steps for any of the words you are not sure of. Study the words in your own spelling list too.

1 Countdown

Write these words from the list. After each group write the number of words you have.

- the words that begin with **t**
- the words that begin with **f**
- the words that end in **y**



- the words that have more than one vowel sound
- the words that begin with a consonant blend
- the words that end with silent **e**

Add up the numbers of words you found.

(A total of **25** is perfect!)



- 2** Make a chart like this. Write, under the correct headings, the words from the list that have the letters shown.

or	er	ir

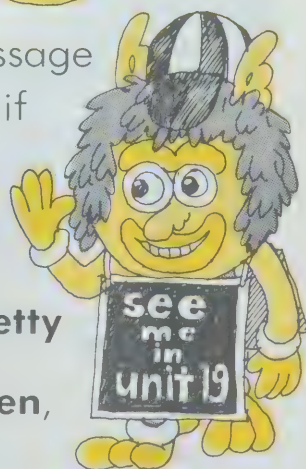


Remember my messages. Happy spelling!

- 3** Do you remember the Creature's message about suffixes? Look back to Unit 19 if you have forgotten. Then add as many of these suffixes as you can to the words below: **s, ed, ing, er, est.**

think morning time teacher pretty

- 4** Which words are the opposites of: **then, ugly, few, against?**





- 5** A good genie has loaned you a magic carpet for the summer. Write about the adventure you have in the first place your magic carpet lands you.

Extra Help



- 1** Write a word from the list that belongs under each heading on these charts.

- Short Vowel Sounds

a	e	i	o	u	
---	---	---	---	---	--

- Long Vowel Sounds

a	e	i	o	u	y
---	---	---	---	---	---

- 2** Which words in the list rhyme with these?

• thirst
• who

• such
• rink

• shout
• how

- 3** Find in the list and write

- a word with a double consonant.
- the words that begin with a vowel.

- the words with a vowel pair.
- the words that end with a consonant blend.

4 Write in alphabetical order the words in the list that you would find in the **n - z** half of a dictionary.

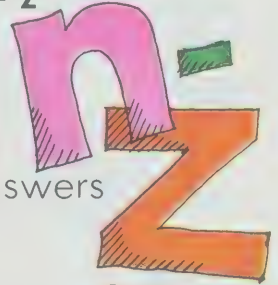
5 Draw the dashes and circles as they are shown below. Then write the answers in the spaces.

Change the **b** in **been** to **qu**. ———— ⊖

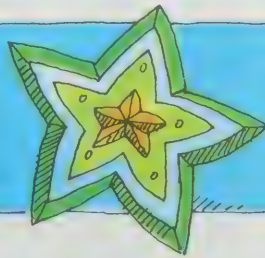
Change the **o** in **for** to **u**. ⊖———

Change the **ab** in **about** to **sh**. ———— ⊖———

Make a three-letter word from the letters in the circles. Have lots of it this summer!



For Good Spellers



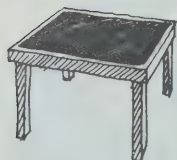
1 How many words can you use instead of **said** in this sentence?

"I am coming," he said.

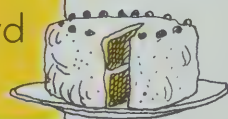
Try **laughed** and **cried** and any other

words you can think of. Make a list of the words you could use.

- 2** Choose one word from each box to make seven compound words. At least one part of each compound is a word you have studied this year.



pine	school	apples	ball
black	cup	cloth	room
base	table	set	bird
sun		cake	



- 3** Use some of the letters in the word **people** to form words that begin and end with **p**. Can you make four words?



- 4** Draw the dashes and circles as they appear below. Then use the clues to write words in the list. Unscramble the circled letters to see what kind of summer we hope you have.

- one who teaches — — — — ⊖ — —
- children and adults ⊖ — — ⊖ — —
- a large number — — — — ⊖
- the reason why — — — — ⊖ — — —

The 219 Spelling Words in This Book

The number beside each word shows the page where the word is first listed in this book.

Some words that pupils often have trouble spelling are marked with a star, like this: *about.

*about	108	*been	114	*come	36
after	81	best	116	*could	60
all	97	big	60	cow	91
*am	9	black	118		
an	99	blue	56	daddy	13
and	23	book	108	*day	56
*are	27	*boy	11	*dear	44
as	116	bring	42	did	36
at	91	*brother	11	do	79
away	64	but	64	dog	91
		by	44	doll	44
baby	89			*down	58
back	76	came	36	dress	27
bake	36	can	99		
ball	44	car	116	eat	94
be	71	cat	25	eight	21
*because	81	*children	9	*every	111
bed	81	*Christmas	44		

*father	11	*has	81	live	13
find	42	hat	25	long	111
*fine	97	*have	23	look	62
*first	47	having	47	love	29
five	21	he	11		
*for	42	hen	89	made	60
found	58	*her	13	*make	71
four	21	*here	62	man	36
*from	79	*him	79	*many	71
*fun	58	*his	13	march	29
funny	25	home	13	may	71
		*house	13	me	9
gave	94	*how	58	men	29
get	36			merry	44
*getting	47	I	9	milk	64
girl	11	if	118	*morning	42
give	42	*I'm	47	*mother	11
go	76	*in	97	*much	62
*goes	76	into	111	*my	62
going	76	is	13		
gone	76	*it	60	*name	9
*good	64			new	25
got	89	*know	91	nice	58
*grade	9			night	56
gun	29	last	56	nine	21
		let	108	no	25
*had	62	*like	56	*not	114
happy	27	*little	64	*now	108

of	116	Santa		*the	13
oh	76	Claus	44	*their	36
old	91	sat	91	*them	111
*on	62	*saw	94	*then	73
*once	108	say	71	*there	99
*one	21	*school	9	*they	29
other	73	second	47	things	36
*our	58	see	27	*think	111
*out	58	seen	114	third	47
over	62	seven	21	this	73
		she	11	three	21
*people	25	sing	42	*time	108
pet	91	sister	11	*to	64
*play	60	six	21	*today	71
*please	71	smoke	56	tonight	81
*pretty	71	snow	56	*too	39
put	23	so	99	took	108
		*some	76	town	114
ran	79	*store	39	*train	39
rat	91	story	44	tree	39
read	99	sun	111	*two	21
red	71				
robin	89	table	23	up	62
room	39	take	118	upon	108
run	111	*teacher	108	*us	25
		tell	79		
sad	29	ten	21	*very	56
*said	25	that	73		

want	39	*were	91	*with	64
*was	27	what	47	work	23
water	111	*when	47		
we	23	*white	56	yes	114
*well	44	who	47	you	73
went	58	will	99	*your	81

The 11 Extra Words for Good Spellers

Good spellers will learn many more than 11 extra words from the spelling exercises and other work, but these are included in the lists on the pages shown.

apples	23	bird	89	fast	56
bat	25	cake	36	fat	25
bear	97	cowboy	39	it's	64
bell	42	eggs	89		

1875
1876
1877

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DUE EDUC DEC 3 '81

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DUE EDUC DEC 2 '82

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ISBN 0-7705-1675-0